

10

Celebrating Diversity through World Literature

English

Learner's Material

Module 3:
Reconciling with Nature

This book was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

Department of Education
Republic of the Philippines

Celebrating Diversity through World Literature – Grade 10

English - Learner's Material

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INTRODUCTION

This learner's material is especially designed to provide you with the roads to cooperative, collaborative, and independent learning of the target themes, concepts, and competencies that will develop your 21st-century real life-based skills. This module provides you with meaningful tasks to develop your skills for academic success and the world of work. It is anchored on the general principles, goals, and objectives of the K to 12 Basic Education program for Grade 10 that will enable you to become self-actualizing, productive, and effective participant of the society and the world at large.

This learner's material provides a variety of texts, particularly world literary pieces, that are both relevant and meaningful to your life. It offers opportunities for you to be engaged in varied, interesting, motivating, challenging, meaningful, and worthwhile tasks to further develop and improve your listening, speaking, viewing, vocabulary, literary, grammar, and reading skills. These tasks are generated as communicative and real life-based activities anchored on the integration of literature and language skills. Positively, this material will help deepen your understanding on how you can enrich, enhance, and lead a meaningful life.

There are four modules in this learning material. Each module builds around a particular text for you to explore meaningfully through a variety of integrated, challenging, and interesting tasks.

Module 1 Overcoming Challenges

Module 2 Establishing Solidarity

Module 3 Reconciling with Nature

Module 4 Rebuilding Our Societies

Each module consists of six lessons, each of which is developed through the following phases:

1. Your Journey – provides an overview of what you should understand in the lesson. This includes clear directions and purpose of the lesson.
2. Your Objectives – states the expectations in line with what you should know, understand, and be able to do, produce, or perform to show there is transfer of learning.
3. Your Initial Tasks – activates your prior knowledge and prepares you for higher-level tasks.

4. Your Text – presents the main reading or literary text and the activities/ tasks that lead you to acquire knowledge, make sense of, and construct meaning out of the information and experiences contained therein.
5. Your Discovery Tasks – includes activities that will expand, enrich, enhance, and broaden your understanding of the target concepts and skills.
6. Your Final Task – presents the real life-based product or performance task as final output for the lesson that serves as evidence of understanding of the target concepts and skills. This is an enabling task for the main real life-based product or performance task covering the entire module.
7. My Treasure – enables you to express your insights, learning, and realization on the lesson. This part contains prompts and other organizers that will help you sum up and synthesize what you have learned.

This learner's material includes formal pre and post assessments in both written response and multiple-choice formats.

We hope that through this material, you will be provided with meaningful learning experiences and relevant competencies necessary for you to successfully meet the demands of the 21st century.

Module **3**



Reconciling with Nature

**PRE-TEST
MODULE 3**

I. Listening/Viewing

Listen to the song “What a Wonderful World” by Louis Armstrong, then answer the questions that follow.

I see trees of green,
red roses, too.
I see them bloom,
for me and you.
And I think to myself,
what a wonderful world.

I see skies of blue,
And clouds of white.
The bright blessed day,
The dark sacred night.
And I think to myself,
What a wonderful world.

The colors of the rainbow,
So pretty in the sky,
Are also on the faces,
Of people going by.
I see friends shaking hands,
Saying, “How do you do?”
They’re really saying,
“I love you.”

I hear babies cry,
I watch them grow,
They'll learn much more,
Than I'll ever know.
And I think to myself,
What a wonderful world.

Yes, I think to myself,
What a wonderful world.
Oh yeah.

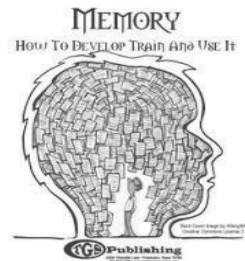
Source: <http://www.azlyrics.com/lyrics/louisarmstrong/whatawonderfulworld.html>

1. What do trees of green symbolize?
 - a. Hope and life
 - b. Freshness and freedom
 - c. Cleanliness and purity
 - d. Health and wellness
2. The blooming of red roses signifies
 - a. sharing of glory
 - b. bountiful blessings
 - c. love for the people
 - d. wealth that abounds
3. The bright blessed day and the dark sacred night are symbolisms for
 - a. challenges and trials
 - b. triumphs and dreams
 - c. sorrows and problems
 - d. successes and failures
4. The colors of the rainbow that are on the faces of people convey
 - a. happiness and contentment
 - b. lasting relationship among spouses
 - c. friendship and camaraderie
 - d. generosity and serenity

5. The speaker in the song has
- no dreams to carry on
 - a positive outlook in life
 - a pessimistic idea about nature
 - lousy disposition towards life



A



C



B



D

Source: <https://www.google.com/search?q=images+or+pictures+about+harnessing+the+potential+of+nature&rlz=1C1>

- 6-7. Figure A shows potential energy that creates

- photosynthesis for animals
- green vegetation for animals' source of food
- sunlight that gives vitamin D for people
- wide array of green grasses

8. Figure B harnesses the potential of

- metal
- sounds
- sunlight
- wind

9. In Figure C, the human brain is used as

- detail processor
- dream adaptor
- memory storage
- vision encoder

10. Figure D shows a direct interaction among

- a. soil, vegetation, and wind
- b. sunlight, soil, and vegetation
- c. water, wind, and soil
- d. wind, soil, and sunlight

II. Reading and Literature

For nos. 11-15 (Free Association)

Answer the following questions:

- 11. What characteristic of a mother can be best likened to nature?
- 12. Why is the color green always associated with nature?
- 13. What do you mean by the word autumn?
- 14. What makes the Philippines a very blessed country?
- 15. How can fire symbolize life?
- 16. Which group of words gives the correct meaning of the word shabby?
 - a. scruffy, untidy, ragged
 - b. clean, dilapidated, worn out
 - c. rough, fixed, broken
- 17. Interpret the mood of the statement, "He longs to tell someone, all that is haunting him now, but there is no one to tell."
 - a. excited b. confused c. disappointed d. sad

Read the passage and write the letter of the correct theme.

18. What is the message of the passage?

A crow perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight. When he reached it, he discovered to his grief that it contained so little water that he could not possibly get at it. He tried everything he could think of to reach the water, but all his efforts were in vain. At last, he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus, saved his life.

- a. Nobody is perfect.
- b. If at first you don't succeed, try and try again.
- c. Physical activity will help you when you least expect it.
- d. You can lead a horse to water but you can't make it drink.

Salmon are born in fresh water but travel to salt water to live their lives and then travel back upstream to where they spawn more salmon before they die. Salmon traveling upstream are very determined to get back to where they were born. They fight against currents, whirlpools, and waterfalls; even though man has placed some obstacles in the salmon's way by building dams or rivers. Once the salmon reaches its birthplace, it lays eggs. These eggs hatch, and the process begins again.

19. You can conclude that
- salmon fight against the currents
 - salmon are lazy fish
 - salmon like to stay where they are born
 - when man develops more land, it will be more difficult for the salmon to survive
20. You can conclude that salmon
- are born in saltwater
 - live for a very long time
 - is an expensive fish to eat
 - can't survive in fresh water

For nos. 21-23, read the passage below and then answer the questions that follow.

Justin was always prepared. His motto was "Never throw anything out, you never know when it might come in handy." His bedroom was so full of flat bicycle tires, bent tennis rackets, deflated basketballs, and games with missing pieces that you could barely get in the door. His parents pleaded with him to clean out his room.

"What use is a fish tank with a hole in the bottom?" his father asked. But Justin simply smiled and repeated his motto, "Never throw anything out, you never know when it might come in handy."

21. What does Justin's motto mean?
- Being organized is a good trait.
 - Keeping old things might help you become rich.
 - It is always nice to keep things of no use already.
 - Things that you think are useless may be of use again in urgent cases.
22. Justin's parents are
- happy with Justin's ingenuity.
 - annoyed with Justin's untidiness.
 - proud with what Justin has in his room.
 - worried with the junk that Justin stored in his room.

23. What character trait does Justin show?

- a. carefulness
- b. frugality
- c. perseverance
- d. resourcefulness

For nos. 24-26, Read the passage below and answer the questions that follow.

When Justin was away from home, he always carried his blue backpack. He liked to think of it as a smaller version of his bedroom — a place to store the many objects that he collected. It was so worn out and stretched that it hardly resembled a backpack anymore. It was full of the kinds of things that seemed unimportant, but when used with a little imagination, might come in handy.

Justin had earned a reputation for figuring things out and getting people out of otherwise hopeless situations. Many of his classmates and neighbors sought him out when they needed help with a problem.

24. Justin's backpack is

- a. a recyclable object.
- b. an antique.
- c. a magic bag.
- d. a smaller version of his bedroom.

25. Justin's ingenuity has been proven by

- a. being generous and helpful to everyone.
- b. lending money or his prized possession to anyone.
- c. saving a lot of people by sharing what he has.
- d. helping people out of their problem through the use of what he kept.

26. Justin's reputation is

- | | |
|---------------------|-----------------------|
| a. worth emulating. | c. disgusting. |
| b. shameful. | d. worth remembering. |

For nos. 27- 30.

Six major concepts try to steer our way of life so as to unite the present with the past and future and make us collaborate with one another.

Solidarity is in fact the key to start this new way of life. Past generations and generations to come need to respect each other and the planet, and care for the community of life. One should never benefit from something now, which will eventually have a problematic effect on future generations. A practical example is that of genetic engineering. This technology opens up a new dimension for the world. It makes alteration of DNA possible. The immediate effects are very positive as they, for example,

can make a plant produce more seeds and furthermore, no pests will feed on them. Yet, the downside to all these will only be seen in the future. Once the structure of DNA is altered, it would be impossible to change. Another negative impact that future beings will face is the fracture of the feeding cycle. Therefore, it is essential for all to protect one another, as all generations are interrelated, which means that whatever happens today speaks about the relationship of the present with past and future generations.

Source: <http://www.echeat.com/free-essay/Sustainable-Development-33208.aspx>

27. The paragraph suggests that

- a. the future is uncertain.
- b. one has nothing to do with the past.
- c. one's failure can never be recovered.
- d. whatever decision and action one does has an effect on the future.

28. Genetic engineering has a

- a. negative result only.
- b. favorable effect only.
- c. favorable and unfavorable effect.
- d. a promising innovation for mankind.

29. Fracture of the feeding cycle means that

- a. feeding cycle is dangerous for humans.
- b. feeding of beings can be alternately done.
- c. there is hunger and poverty among all entities.
- d. change in the natural feeding cycle.

30. The paragraph emphasized the necessity to

- a. interact or socialize to build relationship.
- b. conserve energy and natural resources.
- c. protect one another in order to survive.
- d. keep food and friendship for survival.

III. Grammar

Choose the best pronoun to use in each sentence

31. Both magazines featured the President on _____ covers.

- a. her
- b. his
- c. its
- d. their

32. Neither John nor Andy has finished _____ English test.
- a. her
 - b. his
 - c. their
 - d. they're
33. Neither the cat nor the dogs had eaten _____ meal.
- a. its
 - b. their
 - c. there
 - d. his or her
34. Everyone should report to _____ cabin soon.
- a. her
 - b. his
 - c. their
 - d. his or her
35. The football team has been awarded _____ letters.
- a. its
 - b. him
 - c. their
 - d. there
36. Was it Gladys or (he, him, we, they) who lost the turtle?
37. I think it was (we, her, she, they).
38. (Each, Many, Everyone, Everybody) like potato salad.
39. (That, They, Those, These) is a good idea.
40. Norman is a photographer (who, where, which, whose) does great work.

IV. Writing

Choose one question below and answer it in 5 to 7 sentences only.

- What can I do to help sustain Mother Earth?
- How can I contribute to the preservation of the Earth?
- What might happen if there are no bountiful gifts of nature?

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Module 3

LESSON 1

Recognizing the Gift of Nature

YOUR JOURNEY

What would life be without the wonders of nature? What if there are no bountiful gifts from nature? Can we survive in this world?

In this lesson, you will be given the opportunity to show your appreciation of nature. Remember, life on earth is the greatest gift of nature, and it can be found in several hues and shapes. The beauty of nature mesmerizes all of us, for without nature, we would not know the greatest gift of our existence.

YOUR OBJECTIVES

In this lesson you are expected to:

- raise questions to clarify issues covered in the material viewed
- share viewpoints based on the ideas presented in the materials viewed
- appreciate the overall artistic value of the structure and elements of the selection (structuralist/formalist)
- draw conclusion on how effective is the treatment of the underlying or overarching issue concerning human experience (moralist)
- listen to simplify, reorganize, synthesize, and evaluate information to expand, review, or update knowledge
- give expanded definitions of words
- use the cases of pronouns correctly
- explain how the elements specific to a genre contribute to the theme of a particular literary selection
- express appreciation for sensory images
- expand ideas using principles of cohesion and coherence
- use a variety of informative, persuasive, and argumentative writing techniques
- use the correct stage and stance when paying tribute to someone through a eulogy



Be reminded that at the end of this module you are expected to present a speech in a symposium using ICT resources and for this lesson, you are expected to deliver a eulogy for Mother Earth.

YOUR INITIAL TASKS

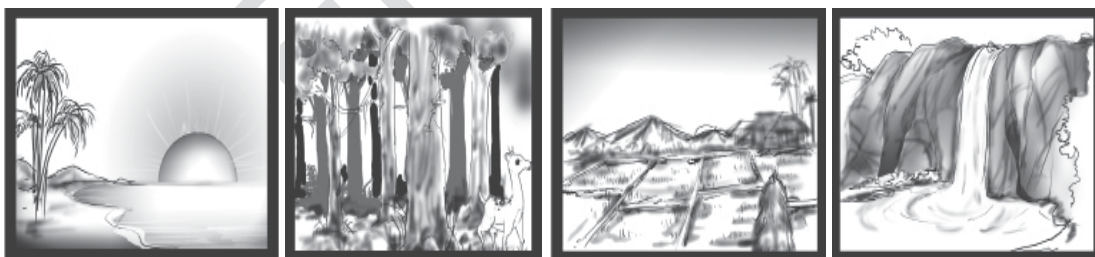
Task 1 WALK WITH NATURE

To live in God's wondrous creation is a blessing to be thankful for. Oftentimes, we tend to ignore the magic it brings us, but let us not forget that what it offers us generates a great change; a change that surely makes a difference in our very own existence.

- A. Stroll outside your classroom and find out nature's gift to us. Then, complete the statements below to state your point of view. Bear in mind that your point of view is the way you allow the reader to "see" and "hear" what's going on. After ten minutes, compare your answers with your classmates' and share to the class what you, as the author, feel, think, and believe about the gifts of nature.

I feel that....	→	<div style="border: 1px solid black; padding: 5px; min-height: 40px;"> </div>	I believe that....	→	<div style="border: 1px solid black; padding: 5px; min-height: 40px;"> </div>
I think....	→	<div style="border: 1px solid black; padding: 5px; min-height: 40px;"> </div>	In my opinion....	→	<div style="border: 1px solid black; padding: 5px; min-height: 40px;"> </div>

- B. Have a gallery walk with nature inside your classroom and share your viewpoints based on the following pictures. Relate your perspective in this activity with the previous activity.

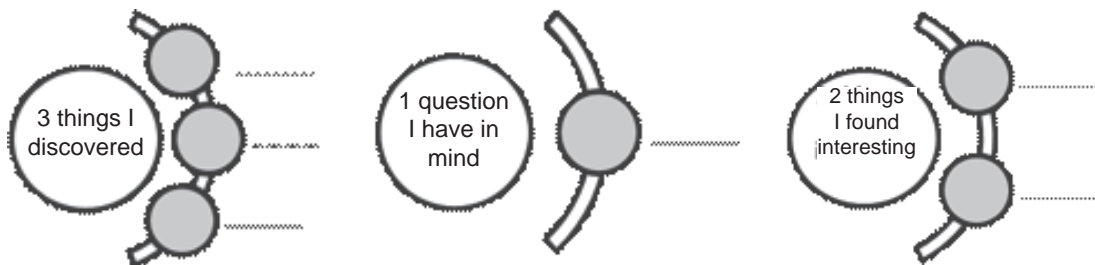


Task 2 LISTEN AND WONDER

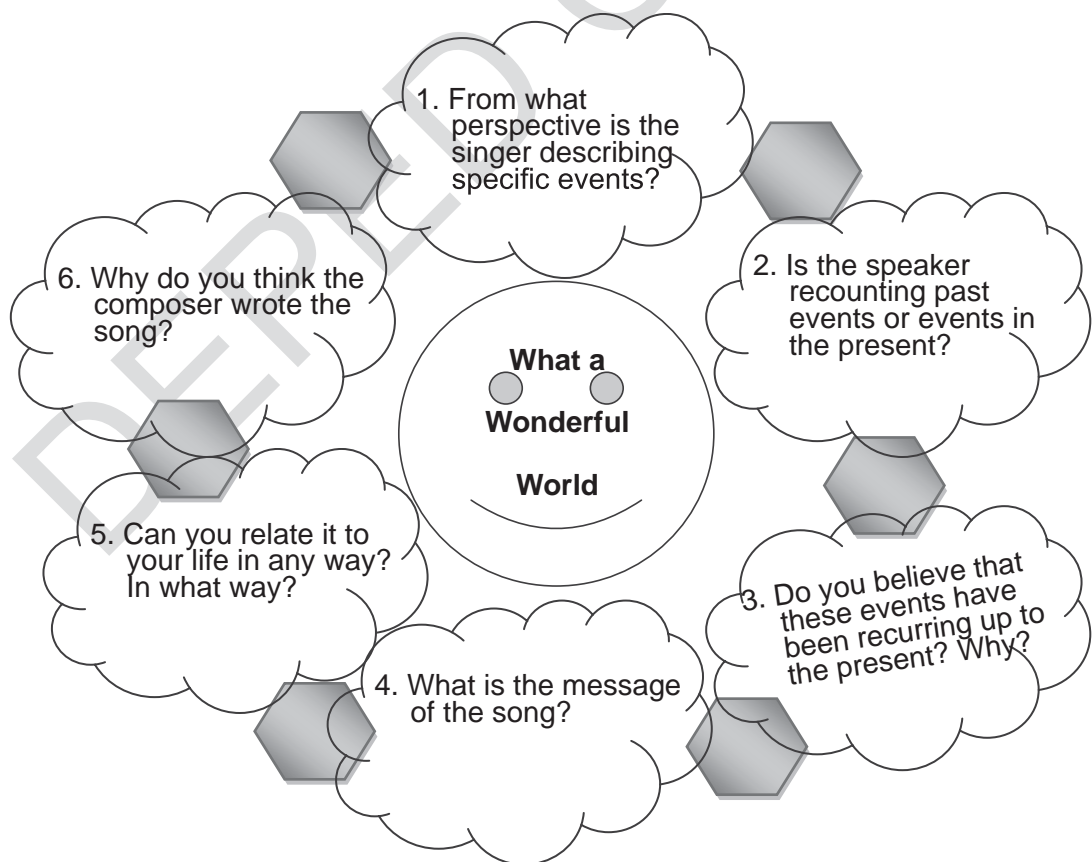
Some people don't recognize how beautiful nature is. Nature's amazing splendor fascinates us and rekindles our special bond with God.

Listen to the song “What a Wonderful World” by Louis Armstrong. Then do the following activities.

A. Complete the following graphic organizers based on the song:



Form six groups and think about the meaning of the song by discussing the questions below. Do the words suggest something else? Choose one cloud below then answer the question written on it.



Task 3 THE 3Rs (READ, RISE, AND REACT)

I see trees of green..... red roses too
I see them bloom..... for me and for you
And I think to myself.... what a wonderful world.

I see skies of blue..... clouds of white
Bright blessed days....dark sacred nights
And I think to myselfwhat a wonderful world.

The colors of a rainbow.....so pretty ..in the sky
Are also on the faces.....of people ..going by
I see friends shaking hands.....sayin.. how do you
do
They're really sayin.....i love you.

I hear babies cry..... I watch them grow
They'll learn much more.....than I'll never know
And I think to myselfwhat a wonderful world

(instrumental break)

The colors of a rainbow.....so pretty ..in the sky
Are there on the faces.....of people ..going by
I see friends shaking hands.....sayin.. how do you
do
They're really sayin... *spoken*(Ilove....you).

I hear babies cry..... I watch them grow
spoken(you know their gonna learn
A whole lot more than I'll never know)
And I think to myselfwhat a wonderful world
Yes I think to myselfwhat a wonderful
world.

What A Wonderful World lyrics © CARLIN AMERICA INC, WINDSWEPT HOLDINGS LLC,
MEMORY LANE MUSIC GROUP

http://www.lyricsfreak.com/l/louis+armstrong/what+a+wonderful+world_20085347.htm

1. Form five groups. Each group will do the following activities using the lyrics of the song "What a Wonderful World."
 - Draw a big circle then write words from the song that appeal to your senses.
 - Sketch the image of one word that captures your interest the most.
 - Explain why such word captured your attention.
 - Connect and/or extract from the image drawn the overall issue concerning human experience.
2. Complete the table below to make sense of how effective or ineffective the treatment is of the underlying or overarching issue concerning human experience.

Senses	Effective	Reasons	Ineffective	Reasons

- Present your output.

YOUR TEXT

Task 4 VOCABULARY DETECTIVES

Getting the meaning of a word is not enough. Expanding your vocabulary bank is important for comprehension. In order to gain a clearer understanding of words, do the following tasks:

Form five groups.

- Go over the text "A Day in the Country" by Anton Chekhov.
- Look for at least three (3) unfamiliar words. (Instructions to color code will be given by the teacher.)
- Choose a color that will represent your task.
- Then, present your output in class after 5 minutes.

Vocabulary Rock and Roll

Define the word	Draw it!
Something that means the same	Act it out!
Something that means the opposite	Something that reminds you

A Tricky Word

The word _____
 Page no./Paragraph no. _____

I think it means

Clues

Did you figure out what it means?

No, I need help!

Magical Word

WORD _____

It reminds me of _____

It actually means _____

Trash Can Thesaurus

Throw away overused words and replace them with better expressions.

Word/s to "Throw Away"

Synonyms to use instead

Shades of Meaning

Write phrase/s or word/s to describe the small and subtle differences in meaning between similar words or phrases, but which carry different views and ideas about a particular word.

Word
Common Core

The story you are about to read is very touching, a reflection of nature's beauty and the wisdom of country folks.

A DAY IN THE COUNTRY

by Anton Chekhov

BETWEEN eight and nine o'clock in the morning.

A dark leaden-coloured mass is creeping over the sky towards the sun. Red zigzags of lightning gleam here and there across it. There is a sound of far-away rumbling. A warm wind frolics over the grass, bends the trees, and stirs up the dust. In a minute there will be a spurt of May rain and a real storm will begin.

Fyokla, a little beggar-girl of six, is running through the village, looking for Terenty, the cobbler. The white-haired, barefoot child is pale. Her eyes are wide-open, her lips are trembling.

"Uncle, where is Terenty?" she asks every one she meets. No one answers. They are all preoccupied with the approaching storm and take refuge in their huts. At last she meets Silanty Silitch, the sacristan, Terenty's bosom friend. He is coming along, staggering from the wind.

"Uncle, where is Terenty?"

"At the kitchen-gardens," answers Silanty.

The beggar-girl runs behind the huts to the kitchen-gardens and there finds Terenty; the tall old man with a thin, pock-marked face, very long legs, and bare feet, dressed in a woman's tattered jacket, standing near the vegetable plots, looking with drowsy, drunken eyes at the dark storm-cloud. On his long crane-like legs he sways in the wind like a starling-cote.

"Uncle Terenty!" the white-headed beggar-girl addresses him. "Uncle, darling!"

Terenty bends down to Fyokla, and his grim, drunken face is overspread with a smile, such as come into people's faces when they look at something little, foolish, and absurd, but warmly loved.

"Ah! servant of God, Fyokla," he says, lisping tenderly, "where have you come from?"

"Uncle Terenty," says Fyokla, with a sob, tugging at the lapel of the cobbler's coat. "Brother Danilka has had an accident! Come along!"

"What sort of accident? Ough, what thunder! Holy, holy, holy. . . What sort of accident?"

"In the count's copse Danilka stuck his hand into a hole in a tree, and he can't get it out. Come along, uncle, do be kind and pull his hand out!"

"How was it he put his hand in? What for?"

"He wanted to get a cuckoo's egg out of the hole for me."

"The day has hardly begun and already you are in trouble. . ." Terenty shook his head and spat deliberately. "Well, what am I to do with you now? I must come . . . I must, may the wolf gobble you up, you naughty children! Come, little orphan!"

Terenty comes out of the kitchen-garden and, lifting high his long legs, begins striding down the village street. He walks quickly without stopping or looking from side to side, as though he were shoved from behind or afraid of pursuit. Fyokla can hardly keep up with him.

They come out of the village and turn along the dusty road towards the count's copse that lies dark blue in the distance. It is about a mile and a half away. The clouds have by now covered the sun, and soon afterwards there is not a speck of blue left in the sky. It grows dark.

"Holy, holy, holy . . ." whispers Fyokla, hurrying after Terenty. The first rain-drops, big and heavy, lie, dark dots on the dusty road. A big drop falls on Fyokla's cheek and glides like a tear down her chin.

"The rain has begun," mutters the cobbler, kicking up the dust with his bare, bony feet. "That's fine, Fyokla, old girl. The grass and the trees are fed by the rain, as we are by bread. And as for the thunder, don't you be frightened, little orphan. Why should it kill a little thing like you?"

As soon as the rain begins, the wind drops. The only sound is the patter of rain dropping like fine shot on the young rye and the parched road.

"We shall get soaked, Fyokla," mutters Terenty. "There won't be a dry spot left on us. . . . Ho-ho, my girl! It's run down my neck! But don't be frightened, silly. . . The grass will be dry again, the earth will be dry again, and we shall be dry again. There is the same sun for us all."

A flash of lightning, some fourteen feet long, gleams above their heads. There is a loud peal of thunder, and it seems to Fyokla that something big, heavy, and round is rolling over the sky and tearing it open, exactly over her head.

"Holy, holy, holy..." says Terenty, crossing himself. "Don't be afraid, little orphan! It is not from spite that it thunders."

Terenty's and Fyokla's feet are covered with lumps of heavy, wet clay. It is slippery and difficult to walk, but Terenty strides on more and more rapidly. The weak little beggar-girl is breathless and ready to drop.

But at last they go into the count's copse. The washed trees, stirred by a gust of wind, drop a perfect waterfall upon them. Terenty stumbles over stumps and begins to slacken his pace.

"Whereabouts is Danilka?" he asks. "Lead me to him."

Fyokla leads him into a thicket, and, after going a quarter of a mile, points to Danilka. Her brother, a little fellow of eight, with hair as red as ochre and a pale sickly face, stands leaning against a tree, and, with his head on one side, looking sideways at the sky. In one hand he holds his shabby old cap, the other is hidden in an old lime tree. The boy is gazing at the stormy sky, and apparently not thinking of his trouble. Hearing footsteps and seeing the cobbler he gives a sickly smile and says:

"A terrible lot of thunder, Terenty. . . I've never heard so much thunder in all my life."

"And where is your hand?"

"In the hole. . . Pull it out, please, Terenty!"

The wood had broken at the edge of the hole and jammed Danilka's hand; he could push it farther in, but could not pull it out. Terenty snaps off the broken piece, and the boy's hand, red and crushed, is released.

"It's terrible how it's thundering," the boy says again, rubbing his hand. "What makes it thunder, Terenty?"

"One cloud runs against the other," answers the cobbler. The party come out of the copse, and walk along the edge of it towards the darkened road. The thunder gradually abates, and its rumbling is heard far away beyond the village.

"The ducks flew by here the other day, Terenty," says Danilka, still rubbing his hand. "They must be nesting in the Gniliya Zaimishtcha marshes. . . Fyokla, would you like me to show you a nightingale's nest?"

"Don't touch it, you might disturb them," says Terenty, wringing the water out of his cap. "The nightingale is a singing-bird, without sin. He has had a voice given him in his throat, to praise God and gladden the heart of man. It's a sin to disturb him."

"What about the sparrow?"

"The sparrow doesn't matter; he's a bad, spiteful bird. He is like a pickpocket in his ways. He doesn't like man to be happy. When Christ was crucified it was the sparrow which brought nails to the Jews, and called 'alive! alive!'"

A bright patch of blue appears in the sky.

"Look!" says Terenty. "An ant-heap burst open by the rain! They've been flooded, the rogues!"

They bend over the ant-heap. The downpour has damaged it; the insects are scurrying to and fro in the mud, agitated, and busily trying to carry away their drowned companions.

"You needn't be in such a taking, you won't die of it!" says Terenty, grinning. "As soon as the sun warms you, you'll come to your senses again. . . It's a lesson to you, you stumps. You won't settle on low ground another time."

They go on.

"And here are some bees," cries Danilka, pointing to the branch of a young oak tree.

The drenched and chilled bees are huddled together on the branch. There are so many of them that neither bark nor leaf can be seen. Many of them are settled on one another.

"That's a swarm of bees," Terenty informs them. "They were flying looking for a home, and when the rain came down upon them they settled. If a swarm is flying, you need only sprinkle water on them to make them settle. Now if, say, you wanted to take the swarm, you would bend the branch with them into a sack and shake it, and they all fall in."

Little Fyokla suddenly frowns and rubs her neck vigorously. Her brother looks at her neck, and sees a big swelling on it.

"Hey-hey!" laughs the cobbler. "Do you know where you got that from, Fyokla, old girl? There are Spanish flies on some trees in the woods. The rain has trickled off them, and a drop has fallen on your neck — that's what has made the swelling."

The sun appears from behind the clouds and floods the woods, the fields, and the three friends with its warm light. The dark menacing cloud has gone far away and taken the storm with it. The air is warm and fragrant. There is a scent of bird-cherry, meadowsweet, and lilies-of-the-valley.

"That herb is given when your nose bleeds," says Terenty, pointing to a woolly-looking flower. "It does good."

They hear a whistle and a rumble, but not such a rumble as the storm-clouds carried away. A goods train races by before the eyes of Terenty, Danilka, and Fyokla. The engine, panting and puffing out black smoke, drags more than twenty vans after it. Its power is tremendous. The children are interested to know how an engine, not alive and without the help of horses, can move and drag such weights, and Terenty undertakes to explain it to them:

"It's all the steam's doing, children. . . The steam does the work. . . You see, it shoves under that thing near the wheels, and it . . . you see . . . it works. . ."

They cross the railway line, and, going down from the embankment, walk towards the river. They walk not with any object, but just at random, and talk all the way. . . Danilka asks questions, Terenty answers them.

Terenty answers all his questions, and there is no secret in nature which baffles him. He knows everything. Thus, for example, he knows the names of all the wild flowers, animals, and stones. He knows what herbs cure diseases; he has no difficulty in telling the age of a horse or a cow. Looking at the sunset, at the moon, or the birds, he can tell what sort of weather it will be next day. And indeed, it is not only Terenty who is so wise. Silanty Silitch, the innkeeper, the market-gardener, the shepherd, and all the villagers, generally speaking, know as much as he does. These people have learned not from books, but in the fields, in the woods, on the river bank. Their teachers have been the birds themselves, when they sang to them, the sun when it left a glow of crimson behind it at setting, the very trees, and wild herbs.

Danilka looks at Terenty and greedily drinks in every word. In spring, before one is weary of the warmth and the monotonous green of the fields, when everything is fresh and full of fragrance, who would not want to hear about the golden may-beetles, about the cranes, about the gurgling streams, and the corn mounting into ear?

The two of them, the cobbler and the orphan, walk about the fields, talk unceasingly, and are not weary. They could wander about the world endlessly. They walk, and in their talk of the beauty of the earth, do not notice the frail little beggar-girl tripping after them. She is breathless and moves with a lagging step. There are tears in her eyes; she would be glad to stop these inexhaustible wanderers, but to whom and where can she go? She has no home or people of her own; whether she likes it or not, she must walk and listen to their talk.

Towards midday, all three sit down on the river bank. Danilka takes out of his bag a piece of bread, soaked and reduced to a mash, and they begin to eat. Terenty says a prayer when he has eaten the bread, then stretches himself on the sandy bank and falls asleep. While he is asleep, the boy gazes at the water, pondering. He has many different things to think of. He has just seen the storm, the bees, the ants, the train. Now, before his eyes, fishes are whisking about. Some are two inches long and more, others are no bigger than one's nail. A viper, with its head held high, is swimming from one bank to the other.

Only towards the evening our wanderers return to the village. The children go for the night to a deserted barn, where the corn of the commune used to be kept, while Terenty, leaving them, goes to the tavern. The children lie huddled together on the straw, dozing.

The boy does not sleep. He gazes into the darkness, and it seems to him that he is seeing all that he has seen in the day: the storm-clouds, the bright sunshine, the birds, the fish, lanky Terenty. The number of his impressions, together with exhaustion and hunger, are too much for him; he is as hot as though he were on fire, and tosses from, side to side. He longs to tell someone all that is haunting him now in the darkness and agitating his soul, but there is no one to tell. Fyokla is too little and could not understand.

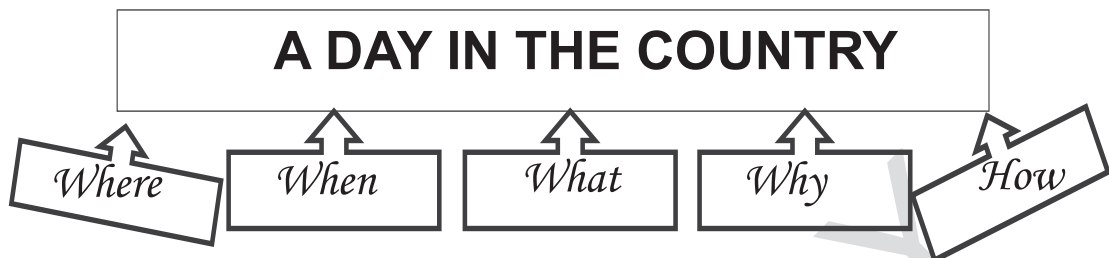
"I'll tell Terenty tomorrow," thinks the boy.

The children fall asleep thinking of the homeless cobbler, and, in the night, Terenty comes to them, makes the sign of the cross over them, and puts bread under their heads. And no one sees his love. It is seen only by the moon which floats in the sky and peeps caressingly through the holes in the wall of the deserted barn.

Task 5 MAKING CONNECTIONS

A. Reading Connections

- Group yourselves into five.
- Choose one question word below and discuss.



B. Respond to Reading

Using the same groupings, discuss each question through the given instructions.

- Why do you think Terenty helped the orphans? What role does he play in the life of the children? Explain your answer through a short talk show.
- Explain the relevance of the following lines to your life.
“The grass and the trees are fed by the rain, as we are by bread. And as for the thunder, don’t you be frightened, little orphan.”
“Why should it kill a little thing like you?”
- Why does Danilka say that there is no secret in nature that baffles Terenty? Through a storyboard, cite some situations in the story that prove your answer.
- The author compares a nightingale to a sparrow. To whom can you compare these two birds? Show your answer using comparison and contrast diagram.
- How does Terenty recognize the gift of nature? Give some details from the text that will support your answer through sketching. Present your response by sketching them.

C. Fellow Feeling

When you read a selection, it is very important to understand how your senses work. Your understanding of images will play a key role in your appreciation of the text.

Sensory images make reading active. Images create a clear picture that aids your imagination. Most importantly, sensory images help make your reading three dimensional-you can see, hear, feel, smell, and even touch what the text describes.

1. Think of the text you have read. Write five words that appeal to your senses as indicated in each drawing.











2. Form five groups. Now that you already identified the different sensory images found in the text, draw, act, or produce a sound to emphasize the imagery of the text. You are given 10 minutes to do this activity.

Take note of the following group names and your tasks.

- | | |
|---------|--|
| Group 1 | Odor Group - sense of smell |
| Group 2 | Vision Group - sense of sight |
| Group 3 | Sensation Group - sense of touch/feeling |
| Group 4 | Flavor Group - sense of taste |
| Group 5 | Auditory Group - sense of hearing/sound |

Task 6 CONNECT AND KINECT

Use the chart below to analyze the short story "A Day in the Country." Use the questions provided as your guide.

Title: _____ Genre: _____

Element	Description
1. Character(s): Who are the characters in the story?	
2. Setting: Where and when does the story take place?	
3. Conflict: What is the main problem in the story?	
4. Plot: What is happening in the story? What is the story about?	
5. Tone/Mood: What is the author's attitude toward the subject? What kind of emotion or feeling do you get after reading the story?	
6. Point of View: Who is telling or narrating the story? Is one character acting as a narrator (first person), or someone telling what is going on (third person)?	

Task 7 Language in Use

Nouns and pronouns in English are said to display case according to their function in the sentence. They can be subjective or nominative (which means they act as the subject of independent or dependent clauses), possessive (which means they show possession of something else), or objective (which means they function as the recipient of action or are the object of a preposition).

Except for the possessive forms (usually formed by the addition of an apostrophe and the letter s), nouns do not change form in English. (This is one of the few ways in which English is easier than other languages.) Pronouns, however, do change form when they change case; these changes are most clearly illustrated among the personal pronouns.

- A. Read the following excerpt from the story “A Day in a Country.” Fill out the table with the correct cases of the pronouns taken from the excerpt.

The boy does not sleep. He gazes into the darkness, and it seems to him that he is seeing all that he has seen in the day: the storm-clouds, the bright sunshine, the birds, the fish, lanky Terenty. The number of his impressions, together with exhaustion and hunger, are too much for him; he is as hot as though he were on fire, and tosses from side to side. He longs to tell someone all that is haunting him now in the darkness and agitating his soul, but there is no one to tell. Fyokla is too little and could not understand.

PRONOUN	CASES		
	SUBJECTIVE	POSSESSIVE	OBJECTIVE

The chart below illustrates additional samples of personal pronouns in different cases.

CASES OF PRONOUNS

Personal Pronouns			
Singular	SUBJECTIVE /POSSESSIVE		OBJECTIVE
<i>1st person</i>	I	my, mine	me
<i>2nd person</i>	you	your, yours	you
<i>3rd person</i>	he	his	him
	she	her, hers	her
	it	its	it
Plural			
<i>1st person</i>	we	our, ours	us
<i>2nd person</i>	you	your, yours	you
<i>3rd person</i>	they	their, theirs	them

B. Test Yourself!

1. Circle the correct case of the pronoun in each sentence below.

1. Maria and (her, she) laughed and talked well into the night.
2. (Him, He) and I just don't seem to get along very well these days.
3. It was (her, she) who used the computer for three hours.
4. Cora handed Tom and (I, me) the employment applications.
5. Between you and (I, me), cases of pronouns can be very confusing.

2. Identify the case of each underlined pronoun. Write O if the case is objective, S if subjective, and P if possessive.

1. They cross the railway line.
2. There is no secret in Nature which baffles him.
3. Fyokla leads him into a thicket.
4. He is like a pickpocket in his ways.
5. Its power is tremendous.

3. Yesterday's Dream (Pause, Stop, Start)

Childhood memories will always linger. No matter how old, such memories still leave a spot in our hearts. Think of a beautiful story told by your grandparents about the place you grew up in.

- How do they describe the place?
- What were their dreams for the place you consider home?

YOUR DISCOVERY TASKS

Task 8 NURTURE NATURE

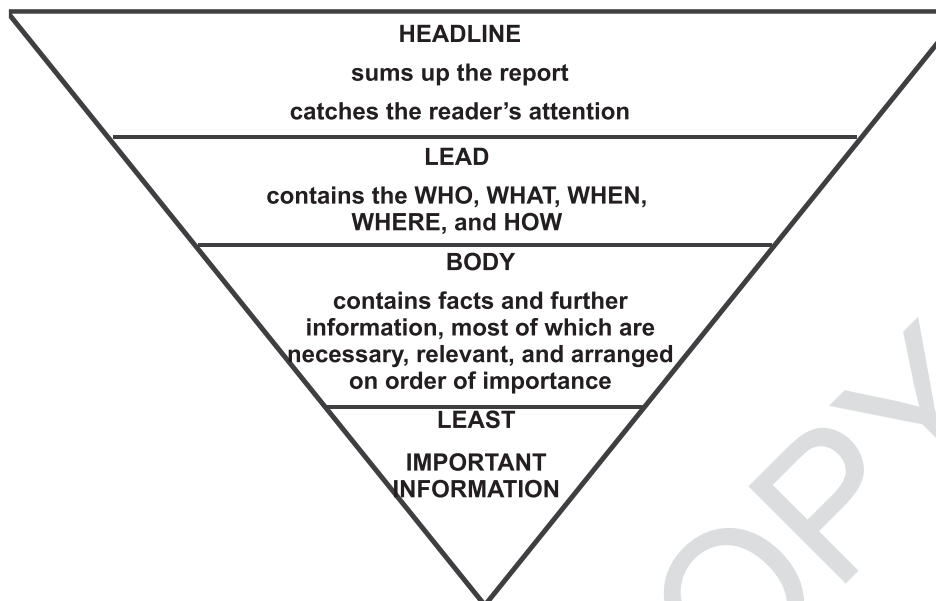
Grateful! That is what we are supposed to feel for the bountiful blessings nature has offered to humanity. How do we show that we care for nature? Indeed, it is a challenge to all of us how we treasure what we have. The following activities will help us preserve, promote love for, and respect nature.

SGDA STUDENT GROUP DISCUSSION ACTIVITIES

A. Form five groups. Each group will pick one task from a fish bowl. This will ensure fairness and avoid duplication of choices.

Activity 1. Design the front page of a newspaper. Write a short news story describing the major events in the story. Include an attention-grabbing headline and teasers for the rest of the news articles.

Use the guide below in writing your news story.



Activity 2. Write a bio-poem about nature.

- Follow the format below.
- Write your poem on a cartolina.
- Draw illustrations to emphasize the message of the poem.

I am _____ (a tree, the sea, a bird in the sky, the flower in the field, the forest, etc.)

I am _____

I give _____

But _____

And it makes me _____

Could you _____ me please?

Activity 3. Design a travel brochure illustrating and advertising the gift of nature in your locality.

- Determine your target audience.
- Craft your story based on the location and your target audience.
- Write a sentence that hooks your audience and gets them to read the rest of your brochure.
- Choose carefully and highlight the top features that will appeal most to your target audience and list them in bullet points.
- Organize for clarity and readability. Write short, concise sentences. Ensure that your brochure has correct grammar, spelling, and punctuation.
- Choose eye-catching photos that tell a story about the place.
- Organize the brochure.

Activity 4. Make a “talking display” of a story. Tape a dialogue or description about the scenes while the characters are traveling in the forest going back to the village.

Activity 5. Build a relief map of the setting of the story “A Day in the Country.” Use clay, sand, or paper-mache.

B. Craft Exhibit

- Display your output in class (news story, bio-poem, travel brochure, “talking display” of story, and relief map).
- Prepare a short talk about the relevance, advantages, and effectiveness of your output in preserving Mother Nature.
- Choose a rapporteur.

Source: <http://www.angelfire.com/ok/freshenglish/bookreportideas.html>

Email: kglee@webtv.net

Task 9 QUICK WRITES

Cohesion is a very important aspect of academic writing because it immediately affects the tone of your writing. Although some instructions may say that you will lose points because of grammatical errors in your paper, or you may lose points if the tone of your writing is too casual or sloppy (a diary-type of writing or choppy sentences will make the tone of your writing too casual for academic writing).

Cohesive writing refers to the connection of your ideas both at the sentence level and the paragraph level.

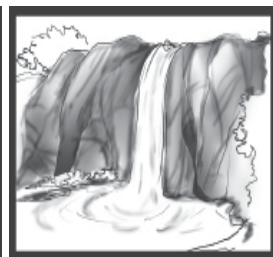
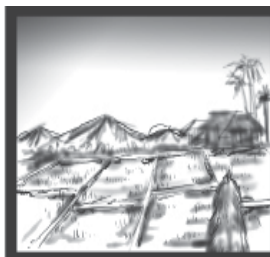
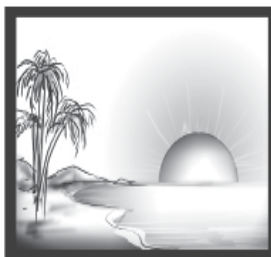
Coherence is another important aspect of academic writing. Literally, the word means “to stick together.” Coherence in writing means that all ideas in a paragraph flow smoothly from one sentence to the next sentence. With coherence, the reader has an easy time understanding the ideas that you wish to express.

Source: www.bothell.washington.edu/wacc/fro-students/eslhandbook/coherence.

To be able to write effective speeches, the logical links between various ideas and points made must be clear to the audience.

Do the following activity.

- Choose a partner.
- Study the four pictures.



- Write a dialogue about the pictures posted on the board.
- Read your output in class afterward.
- You are given 15 minutes for this activity.

Task 10 GET IT ON PAPER

For a lot of people, the prospect of standing in front of a group or audience and speaking is terrifying. That's a pretty serious phobia to overcome! If you are given the task to deliver a speech, what are you going to do?

There are occasions when you may be called upon to speak at a public gathering or social event, and being prepared will require you to plan and organize the text for your speech. Here are some tips to help you plan and write a great speech.

Organize Your Speech

Good speech organization is essential if your audience is to understand your presentation. You must take the time to put your ideas together in an orderly manner. You can organize your speech in several different ways; choose the outline that best suits your topic. The opening should catch the audience's attention, the body must support the idea you want to convey, and the conclusion should reinforce your ideas and be memorable. Transitions between thoughts should be smooth.

Get to the Point

Every speech must have a general and a specific purpose. A general purpose is to inform, to persuade, to entertain, or to inspire. A specific purpose is what you want the audience to do after listening to your speech. Once you have established your general and specific purposes, you'll find it easy to organize your speech. You'll also have more confidence, which makes you more convincing, enthusiastic, and sincere. Of course, the better organized the speech is, the more likely it is to achieve your purpose.

Persuade with Power

The ability to persuade – to get other people to understand, accept, and act upon your ideas – is a valuable skill. Your listeners will be more likely to be persuaded if they perceive you as credible, if you use logic and emotion in your appeal, if you carefully structure your speech, and if you appeal to their interests. Avoid using notes because they may cause listeners to doubt your sincerity, knowledge, and conviction.

<http://www.tmdistrictone.org/communication.asp>

Let's Write!

- Form three groups.
- Use the given tips as your guide.

- Draw lots on the kind of speech you are going to write.
- Write a short speech using your understanding of the principles of cohesion and coherence.

Topics for Speech Writing

INFORMATIVE SPEECH

- Speech intended to inform and to share new ideas and build perceptions about “Tree Planting.” Give the importance of your topic to the audience. The goal of this speech is to give the audience a new understanding or new appreciation of some topic with which you might be familiar.

PERSUASIVE SPEECH

- Speech written to convince the listeners of the validity of the speaker’s argument about “Why People Should Connect More with Nature.” This might involve convincing some to change their opinion or at the very least take into account some ideas that have not really been considered before.

ARGUMENTATIVE SPEECH

- Speech that tries to change the reader’s mind by convincing him or her to agree with your point of view about “Nature vs. Nurture.” This attempts to be highly persuasive and logical. It usually assumes that the reader disagrees with the writer, but it should be noted that the reader is no less intelligent than the writer. Hence, this speech should be written objectively, logically, and respectfully.

source:<http://webcache.googleusercontent.com/search?q=cache:hUeoXp9-uRcJ:www.presentationmagazine.com/example-persuasive-speech-global-warming-6769.htm+&cd=7&hl=en&ct=clnk&gl=ph>

YOUR FINAL TASKS

Task 11 SPEAK ONE’S PIECE

In many respects, delivering a eulogy is more difficult than other types of public speaking. The speaker must deal with his/her own grief while at the same time coping with stresses and strains usually associated with public speaking. Despite these challenges, delivering a eulogy can be positive experience if you choose to deliver one. Although a eulogy should contain uplifting memories and make reference to significant events, you should not attempt to narrate the person’s entire life. Share only the part that you think is most memorable.

Source: www.speaming-tips.com/Article/Delivering-A-Eulogy.aspx

Remember that a eulogy is a speech or writing that praises not only a person but also a special animal or entity/institution that has passed on.

A eulogy should include:

- sentiments for whom you dedicate your eulogy
- happier times with the deceased
- include anecdotes and real-life experiences
- nothing that might be considered offensive or vulgar

http://webcache.googleusercontent.com/search?q=cache:HTp4Ma3XSoMJ:dying.lovetoknow.com/Free_Sample_Eulogy_Speeches+&cd=5&hl=en&ct=clnk&gl=ph

http://dying.lovetoknow.com/Free_Sample_Eulogy_Speeches

Take Note:

✓ **How to Say It**

Words are powerful. They convey your message. Word choice needs just as much attention as speech organization and purpose. Select clear, appropriate, and descriptive words that best communicate your ideas. Every word should add value and meaning to the speech.

✓ **Your Body Speaks**

Body language is an important aspect of speaking because it enhances your message and adds to your credibility. It also helps release any nervousness you may feel. Stance, movement, gestures, facial expressions, and eye contact help communicate your message and achieve your speech's purpose. Body language should be smooth, natural, and convey the same message that your listeners hear.

✓ **Vocal Variety**

Your voice has a major effect on your audience. A lively, enthusiastic voice attracts and keeps listeners' attention. Your speaking voice should be pleasant, natural, powerful, expressive, and audible. Use volume, pitch, rate, and quality as well as appropriate pauses to reflect and add meaning and interest to your message. Your voice should reflect the thoughts you are presenting.

Read the following example of eulogy for a pet written by Delma B. Diquino

Run Papoy, run... to your freedom, to your happiness, to the clouds

August 5, 2011 at 10:02 p.m.

Many of us give importance to valuable things that we acquired, either by working for them (things bought, earned, awarded, etc.) or asking for them (prayed for, wished for, hoped for, etc.). It's hard for us to part from them because although they are inanimate, they are deemed precious. I was like that most of my life... always

treasuring the hard work and sentimentality that come with my “precious things”; my awards, clothes, appliances and what not. I thought having most of them would be enough to fill my day-to-day goings-on. All of that changed when a cute husky pup, barely a month old was given to Mommy as a Valentine present.

Every day was a happy day with Papoy around. Even when there’s nothing else to see on TV or to do on my PC, she would still manage to keep the family busy. I myself could just watch her for hours wag her tail, bark at strangers, or change positions as she slumbered. Doing the most mundane stuff around her made me content. I pretended that she understood me when I said things to her, maybe she did sometimes. She was a very good listener and an effective stress reliever. She kept me company a lot of times when people had to leave to attend to something important. She was the go-between when we all needed to bond with each other. She was the family mascot.



By now I know you realize that this has a sad ending. Papoy passed away at 9:15 this morning (July 5, 2011). I guess having a pet for the first time, we did a lot of things wrong and we are partly to blame for the virus that took away Papoy’s life. But there’s no question that she was loved and doted on by the family. We only wanted her to be happy because she made us happy. How I wish we could have done more. I never thought I would feel like this for a pet that I cannot even consider all mine but Papoy filled a void inside me that I cannot explain. She gave so much without her realizing it. And now I don’t know what to do with myself. I am so lost and confused. I couldn’t stop crying. I miss her so much.

Now, to me it seems that a lot of things I used to consider valuable is not so important anymore. Knowing Papoy and the gift that she has given to me and to my family made me aware of life, relationships, and contentment. I appreciate all the more that only the love you give and the love you receive will matter in the end. Keep life simple and childlike. I know I did, for a time – with Papoy.

<https://www.facebook.com/notes/delma-bassig-dioquino/run-papoy-run-to-your-freedom-to-your-happiness-to-the-clouds/217009011680733>

Task 12 Act It Out

SMALL GROUP DISCUSSIONS ACTIVITIES (SGDA)

Form four groups. Ask a representative from each group to pick a number on a lottery. Each number has its corresponding topic. Then, prepare to deliver a eulogy for a chosen topic that your teacher will tell you.

dying river

sterile field

decaying animals

cut down trees

MY TREASURE

The gifts of nature are countless, but we only appreciate their importance when we don't have them or we lose them. Just imagine a single day without seeing the daylight. Would life be worth living?

**Thus, I realized that in life,
I MUST**

1.

2.

3.

Module 3

LESSON 2

Responding to Natural Phenomena



YOUR JOURNEY

Nature is wonderful and its bounty is ever generous. However, since many of us have abused nature, its bounty might soon run out.

This lesson will provide you with the opportunity to know nature — to cherish it and feel grateful for it. It will also offer you a window to impending threats and consequently build in us a conscience to solve them. You will work toward environmentally sensitizing people rather than forcing them by law.

YOUR OBJECTIVES

In this lesson, you are expected to:

- summarize important points discussed in the text listened to
- distinguish the important points from less important ones in text listened to
- evaluate the information contained in the material viewed in terms of accuracy and effectiveness
- give an expanded definition of words
- determine tone, mood, technique, and purpose of the author
- critique a selection with a focus on the power struggle between characters (Marxist)
- use pronouns effectively
- show respect for intellectual property rights by including citations made in the critique
- use writing conventions to acknowledge sources
- employ the appropriate prosodic features of speech in a dramatic monologue

At the end of this lesson, you are expected to stage a dramatic monologue to create goodwill.



YOUR INITIAL TASKS

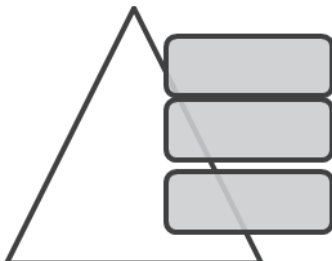
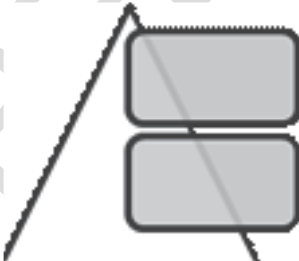
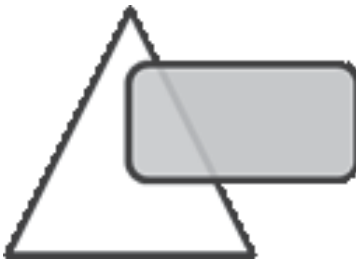
Task 1 WHICH IS WHICH?

Watch and listen to a short documentary entitled “Save Our Planet.” Then, distinguish the important points from the less important ones by completing the table below. Give your reason/s why the chosen detail is important or less important.

IMPORTANT POINTS	REASON/S	LESS IMPORTANT POINTS	REASON/S

Task 2 THREE, TWO, ONE

List three main points, two debatable ideas, and one question you have about the documentary you have just seen and listened to.

THREE MAIN POINTS	TWO DEBATABLE IDEAS	ONE QUESTION RELATED TO THE KEY CONCEPT
		

Task 3 THUMBS UP!

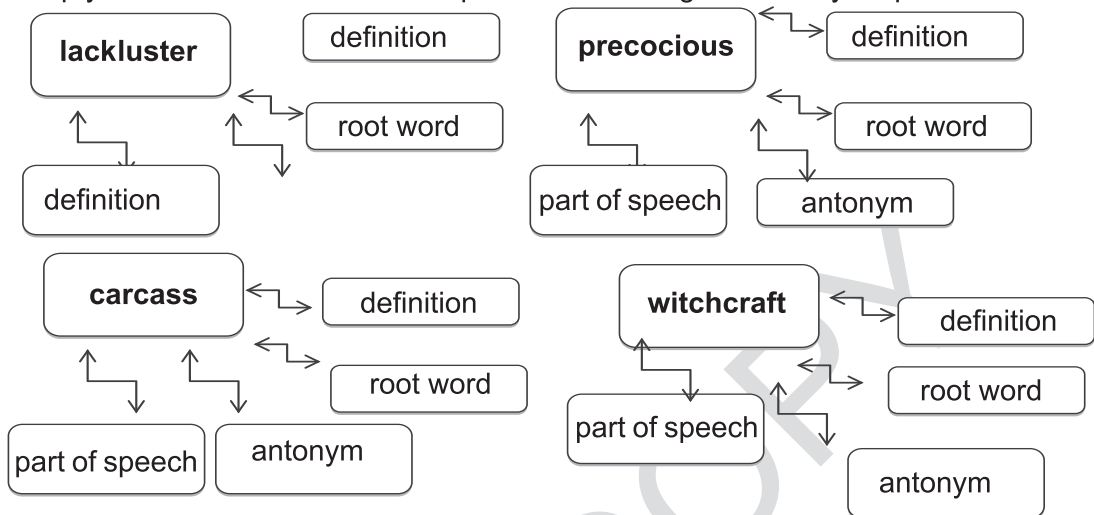
Watch a short video clip on “Natural Hazards Humans” and write key words or phrases that show your evaluation of its accuracy and effectiveness.



YOUR TEXT

Task 4 STRETCH THE WORD

Group yourselves into four and complete the following vocabulary map.



The World of Jack London

“The Story of Keesh” is a great example of a classic that blends a great deal of individual effort pitted against both natural and human elements, in a way that burns the mind. The fascination with and fear of the wilderness is the alluring quality—the place in which a man may either make a name for himself or go down fighting for renown. Keesh is one of those who succeeded.

Motive Questions: Why did the mystery surrounding Keesh grow as the days passed? How was the mystery of Keesh’s marvelous hunting finally unraveled?

The Story of Keesh

by Jack London

Keesh lived long ago on the rim of the polar sea, was head man of his village through many and prosperous years, and died full of honors with his name on the lips of men. So long ago did he live that only the old men remember his name, his name and the tale, which they got from the old men before them, and which the old men to come will tell to their children and their children’s children down to the end of time. And the winter darkness, when the north gales make their long sweep across the ice-pack, and the air is filled with flying white, and no man may venture forth, is the chosen time for the telling of how Keesh, from the poorest igloo in the village, rose to power and place over them all.

He was a bright boy, so the tale runs, healthy and strong, and he had seen thirteen suns, in their way of reckoning time. For each winter the sun leaves the land in darkness, and the next year a new sun returns so that they may be warm again and look upon one another’s faces. The father of Keesh had been a very brave man, but he had met his death in a time of famine, when he sought to save the lives of his people by taking the life of a great polar bear. In his eagerness, he came to close grapples with

the bear, and his bones were crushed; but the bear had much meat on him and the people were saved. Keesh was his only son, and after that Keesh lived alone with his mother. But the people are prone to forget, and they forgot the deed of his father; and he being but a boy, and his mother only a woman, they, too, were swiftly forgotten, and ere long came to live in the meanest of all the IGLOOS. It was at a council, one night, in the big IGLOO of Klash-Kwan, the chief, that Keesh showed the blood that ran in his veins and the manhood that stiffened his back. With the dignity of an elder, he rose to his feet, and waited for silence amid the babble of voices.

"It is true that meat be apportioned me and mine," he said. "But it is of times old and tough, this meat, and, moreover, it has an unusual quantity of bones."

The hunters, grizzled and gray, and lusty and young, were aghast. The like had never been known before. A child, that talked like a grown man, and said harsh things to their very faces!

But steadily and with seriousness, Keesh went on. "For that I know my father, Bok, was a great hunter, I speak these words. It is said that Bok brought home more meat than any of the two best hunters, that with his own hands he attended to the division of it, that with his own eyes he saw to it that the least old woman and the last old man received fair share."

"Na! Na!" the men cried. "Put the child out!" "Send him off to bed!" "He is no man that he should talk to men and graybeards!"

He waited calmly till the uproar died down.

"Thou hast a wife, Ugh-Gluk," he said, "and for her dost thou speak. And thou, too, Massuk, a mother also, and for them dost thou speak. My mother has no one, save me; wherefore I speak. As I say, though Bok be dead because he hunted over-keenly, it is just that I, who am his son, and that Ikeega, who is my mother and was his wife, should have meat in plenty so long as there be meat in plenty in the tribe. I, Keesh, the son of Bok, have spoken."

He sat down, his ears keenly alert to the flood of protest and indignation his words had created.

"That a boy should speak in council!" old Ugh-Gluk was mumbling.

"Shall the babes in arms tell us men the things we shall do?" Massuk demanded in a loud voice. "Am I a man that I should be made a mock by every child that cries for meat?"

The anger boiled a white heat. They ordered him to bed, threatened that he should have no meat at all, and promised him sore beatings for his presumption. Keesh's eyes began to flash, and the blood to pound darkly under his skin. In the midst of the abuse he sprang to his feet.

"Hear me, ye men!" he cried. "Never shall I speak in the council again, never again till the men come to me and say, 'It is well, Keesh, that thou shouldst speak, it is well and it is our wish.' Take this now, ye men, for my last word. Bok, my father, was

a great hunter. I, too, his son, shall go and hunt the meat that I eat. And be it known, now, that the division of that which I kill shall be fair. And no widow nor weak one shall cry in the night because there is no meat, when the strong men are groaning in great pain for that they have eaten overmuch. And in the days to come there shall be shame upon the strong men who have eaten overmuch. I, Keesh, have said it!"

Jeers and scornful laughter followed him out of the IGLOO, but his jaw was set and he went his way, looking neither to right nor left.

The next day he went forth along the shore-line where the ice and the land met together. Those who saw him go noted that he carried his bow, with a goodly supply of bone-barbed arrows, and that across his shoulder was his father's big hunting-spear. And there was laughter, and much talk, at the event. It was an unprecedented occurrence. Never did boys of his tender age go forth to hunt, much less to hunt alone. Also were there shaking of heads and prophetic mutterings, and the women looked pityingly at Ikeega, and her face was grave and sad.

"He will be back ere long," they said cheeringly.

"Let him go; it will teach him a lesson," the hunters said. "And he will come back shortly, and he will be meek and soft of speech in the days to follow."

But a day passed, and a second, and on the third a wild gale blew, and there was no Keesh. Ikeega tore her hair and put soot of the seal-oil on her face in token of her grief; and the women assailed the men with bitter words in that they had mistreated the boy and sent him to his death; and the men made no answer, preparing to go in search of the body when the storm abated.

Early next morning, however, Keesh strode into the village. But he came not shamefacedly. Across his shoulders he bore a burden of fresh-killed meat. And there was importance in his step and arrogance in his speech.

"Go, ye men, with the dogs and sledges, and take my trail for the better part of a day's travel," he said. "There is much meat on the ice — a she-bear and two half-grown cubs."

Ikeega was overcome with joy, but he received her demonstrations in manlike fashion, saying: "Come, Ikeega, let us eat. And after that I shall sleep, for I am weary."

And he passed into their IGLOO and ate profoundly, and after that slept for twenty running hours.

There was much doubt at first, much doubt and discussion. The killing of a polar bear is very dangerous, but thrice dangerous is it, and three times thrice, to kill a mother bear with her cubs. The men could not bring themselves to believe that the boy Keesh, single-handed, had accomplished so great a marvel. But the women spoke of the fresh-killed meat he had brought on his back, and this was an overwhelming argument against their unbelief. So they finally departed, grumbling greatly that in all probability, if the thing were so, he had neglected to cut up the carcasses. Now in the north it is very necessary that this should be done as soon as a kill is made. If not, the meat freezes so solidly as to turn the edge of the sharpest knife, and a three-hundred-

pound bear, frozen stiff, is no easy thing to put upon a sled and haul over the rough ice. But arrived at the spot, they found not only the kill, which they had doubted, but that Keesh had quartered the beasts in true hunter fashion, and removed the entrails.

Thus began the mystery of Keesh, a mystery that deepened and deepened with the passing of the days. His very next trip he killed a young bear, nearly full-grown, and on the trip following, a large male bear and his mate. He was ordinarily gone from three to four days, though it was nothing unusual for him to stay away a week at a time on the ice-field. Always he declined company on these expeditions, and the people marvelled. "How does he do it?" they demanded of one another. "Never does he take a dog with him, and dogs are of such great help, too."

"Why dost thou hunt only bear?" Klash-Kwan once ventured to ask him.

And Keesh made fitting answer. "It is well known that there is more meat on the bear," he said.

But there was also talk of witchcraft in the village. "He hunts with evil spirits," some of the people contended, "wherefore his hunting is rewarded. How else can it be, save that he hunts with evil spirits?"

"Mayhap they be not evil, but good, these spirits," others said. "It is known that his father was a mighty hunter. May not his father hunt with him so that he may attain excellence and patience and understanding? Who knows?"

Nonetheless, his success continued, and the less skilful hunters were often kept busy hauling in his meat. And in the division of it he was just. As his father had done before him, he saw to it that the least old woman and the last old man received a fair portion, keeping no more for himself than his needs required. And because of this, and of his merit as a hunter, he was looked upon with respect, and even awe; and there was talk of making him chief after old Klash-Kwan. Because of the things he had done, they looked for him to appear again in the council, but he never came, and they were ashamed to ask.

"I am minded to build me an IGLOO," he said one day to Klash-Kwan and a number of the hunters. "It shall be a large igloo, wherein Ikeega and I can dwell in comfort."

"Ay," they nodded gravely.

"But I have no time. My business is hunting, and it takes all my time. So it is but just that the men and women of the village who eat my meat should build me my IGLOO."

And the IGLOO was built accordingly, on a generous scale which exceeded even the dwelling of Klash-Kwan. Keesh and his mother moved into it, and it was the first prosperity she had enjoyed since the death of Bok. Nor was material prosperity alone hers, for, because of her wonderful son and the position he had given her, she came to be looked upon as the first woman in all the village; and the women were given to visiting her, to asking her advice, and to quoting her wisdom when arguments arose among themselves or with the men.

But it was the mystery of Keesh's marvelous hunting that took chief place in all their minds. And one day Ugh-Gluk taxed him with witchcraft to his face.

"It is charged," Ugh-Gluk said ominously, "that thou dealest with evil spirits, wherefore thy hunting is rewarded."

"Is not the meat good?" Keesh made answer. "Has one in the village yet to fall sick from the eating of it? How dost thou know that witchcraft be concerned? Or dost thou guess, in the dark, merely because of the envy that consumes thee?"

And Ugh-Gluk withdrew discomfited, the women laughing at him as he walked away. But in the council one night, after long deliberation, it was determined to put spies on his track when he went forth to hunt, so that his methods might be learned. So, on his next trip, Bim and Bawn, two young men, and of hunters the craftiest, followed after him, taking care not to be seen. After five days they returned, their eyes bulging and their tongues atremble to tell what they had seen. The council was hastily called in Klash-Kwan's dwelling, and Bim took up the tale.

"Brothers! As commanded, we journeyed on the trail of Keesh, and cunningly we journeyed, so that he might not know. And midway of the first day he picked up with a great he-bear. It was a very great bear."

"None greater," Bawn corroborated, and went on himself. "Yet was the bear not inclined to fight, for he turned away and made off slowly over the ice. This we saw from the rocks of the shore, and the bear came toward us, and after him came Keesh, very much unafraid. And he shouted harsh words after the bear, and waved his arms about, and made much noise. Then did the bear grow angry, and rise up on his hind legs, and growl. But Keesh walked right up to the bear."

"Ay," Bim continued the story. "Right up to the bear Keesh walked. And the bear took after him, and Keesh ran away. But as he ran he dropped a little round ball on the ice. And the bear stopped and smelled of it, then swallowed it up. And Keesh continued to run away and drop little round balls, and the bear continued to swallow them up."

Exclamations and cries of doubt were being made, and Ugh-Gluk expressed open disbelief.

"With our own eyes we saw it," Bim affirmed.

And Bawn — "Ay, with our own eyes. And this continued until the bear stood suddenly upright and cried aloud in pain, and thrashed his fore paws madly about. And Keesh continued to make off over the ice to a safe distance. But the bear gave him no notice, being occupied with the misfortune the little round balls had wrought within him."

"Ay, within him," Bim interrupted. "For he did claw at himself, and leap about over the ice like a playful puppy, save from the way he growled and squealed it was plain it was not play but pain. Never did I see such a sight!"

"Nay, never was such a sight seen," Bawn took up the strain. "And furthermore,

it was such a large bear.”

“Witchcraft,” Ugh-Gluk suggested.

“I know not,” Bawn replied. “I tell only of what my eyes beheld. And after a while the bear grew weak and tired, for he was very heavy and he had jumped about with exceeding violence, and he went off along the shore-ice, shaking his head slowly from side to side and sitting down ever and again to squeal and cry. And Keesh followed after the bear, and we followed after Keesh, and for that day and three days more we followed. The bear grew weak, and never ceased crying from his pain.”

“It was a charm!” Ugh-Gluk exclaimed. “Surely it was a charm!”

“It may well be.”

And Bim relieved Bawn. “The bear wandered, now this way and now that, doubling back and forth and crossing his trail in circles, so that at the end he was near where Keesh had first come upon him. By this time he was quite sick, the bear, and could crawl no farther, so Keesh came up close and speared him to death.”

“And then?” Klash-Kwan demanded.

“Then we left Keesh skinning the bear, and came running that the news of the killing might be told.”

And in the afternoon of that day the women hauled in the meat of the bear while the men sat in council assembled. When Keesh arrived a messenger was sent to him, bidding him come to the council. But he sent reply, saying that he was hungry and tired; also that his IGLOO was large and comfortable and could hold many men.

And curiosity was so strong on the men that the whole council, Klash-Kwan to the fore, rose up and went to the IGLOO of Keesh. He was eating, but he received them with respect and seated them according to their rank. Ikeega was proud and embarrassed by turns, but Keesh was quite composed.

Klash-Kwan recited the information brought by Bim and Bawn, and at its close said in a stern voice: “So explanation is wanted, O Keesh, of thy manner of hunting. Is there witchcraft in it?”

Keesh looked up and smiled. “Nay, O Klash-Kwan. It is not for a boy to know aught of witches, and of witches I know nothing. I have but devised a means whereby I may kill the ice-bear with ease, that is all. It be headcraft, not witchcraft.”

“And may any man?”

“Any man.”

There was a long silence. The men looked in one another’s faces, and Keesh went on eating.

“And . . . and . . . and wilt thou tell us, O Keesh?” Klash-Kwan finally asked in a tremulous voice.

“Yea, I will tell thee.” Keesh finished sucking a marrow-bone and rose to his feet. “It is quite simple. Behold!”

He picked up a thin strip of whalebone and showed it to them. The ends were sharp as needle-points. The strip he coiled carefully, till it disappeared in his hand. Then, suddenly releasing it, it sprang straight again. He picked up a piece of blubber.

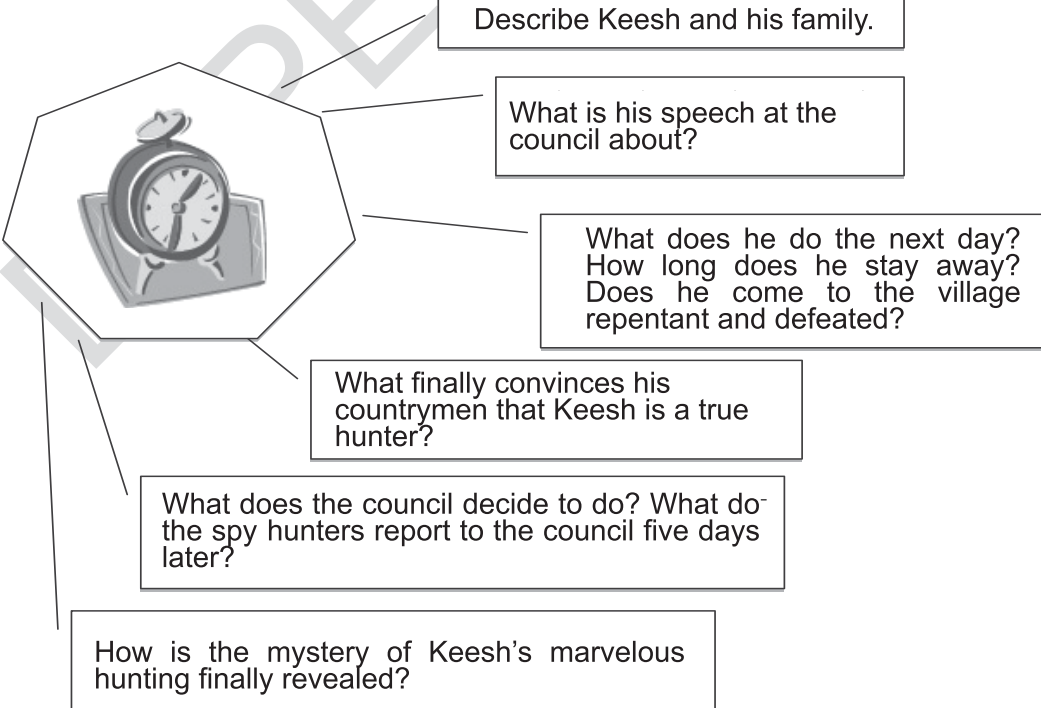
“So,” he said, “one takes a small chunk of blubber, thus, and thus makes it hollow. Then into the hollow goes the whalebone, so, tightly coiled, and another piece of blubber is fitted over the whale-bone. After that it is put outside where it freezes into a little round ball. The bear swallows the little round ball, the blubber melts, the whalebone with its sharp ends stands out straight, the bear gets sick, and when the bear is very sick, why, you kill him with a spear. It is quite simple.”

And Ugh-Gluk said “Oh!” and Klash-Kwan said “Ah!” And each said something after his own manner, and all understood.

And this is the story of Keesh, who lived long ago on the rim of the polar sea. Because he exercised headcraft and not witchcraft, he rose from the meanest igloo to be head man of his village, and through all the years that he lived, it is related, his tribe was prosperous, and neither widow nor weak one cried aloud in the night because there was no meat.

Task 5 TEXT TALK TIME

Think-Pair-Share: First, think of your answer to the following questions. Second, discuss your ideas with a partner. Finally, share your answers with the whole class.



Describe Keesh and his family.

What is his speech at the council about?

What does he do the next day?
How long does he stay away?
Does he come to the village repentant and defeated?

What finally convinces his countrymen that Keesh is a true hunter?

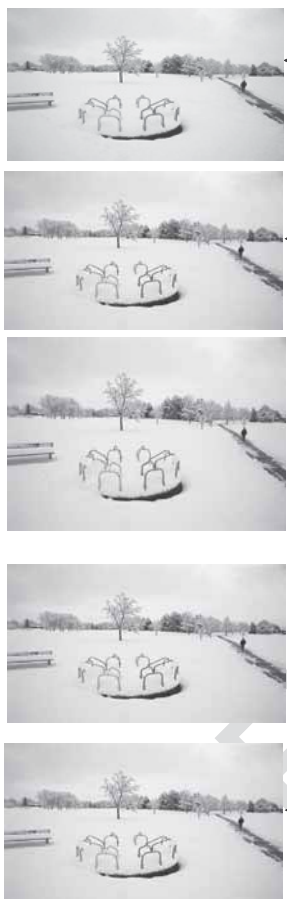
What does the council decide to do? What do the spy hunters report to the council five days later?

How is the mystery of Keesh's marvelous hunting finally revealed?

YOUR DISCOVERY TASKS

Task 6 TRAVEL TIME

Group yourselves into five. Each group will travel from one station to another. Discuss the answer to the question/s posted in each station and prepare for class discussion.



STATION 1

What is the last word of Keesh?
Why did it require dignity and manhood to speak out?

STATION 2

What is the author's attitude to the main hero and his countrymen?

STATION 3

Describe the author's choice of words and the general tone of the story. Write some words from the selection that express the tone and mood.

STATION 4

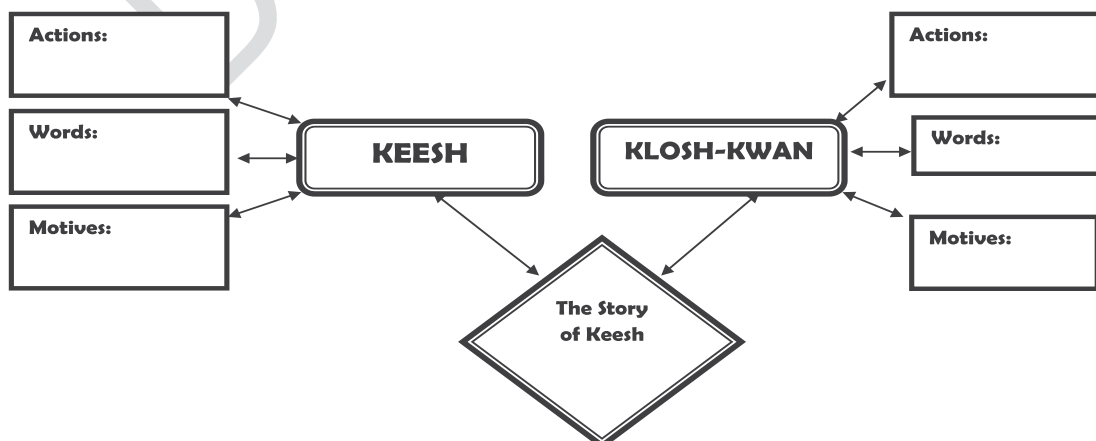
What do you think is the purpose of the author in writing this story?

STATION 5

What moral did you learn from the story?

Task 7 FIGURE IT OUT

Analyze a character by completing the graphic organizer below.



- How did they face the conflicts through their words, actions, and motives?
- Based on your analysis of the two characters, who is more effective in responding to the people's needs ?

Task 8 BEAT THE MISSION

1. Form four groups.
 - Each group will get one paper in a fish bowl and do the task as instructed.
 - Fifteen minutes is allotted for this activity.

CHOICES OF TASK

- A. Imagine that you are in a virgin forest. It is your first time to have the chance to go around it. Share with the class your experience and tell the class all the things you have seen there.
- B. You join a field trip to the National Science Park. You are tasked by your teacher to gather information about the park. Formulate questions to help you get the information you need about the National Park.
- C. You're camping in a remote area. Write all the experiences you and your friends encounter. Be sure that details are clearly presented.

REMEMBER:

Demonstrative Pronouns

A demonstrative pronoun points out a noun. The demonstrative pronouns are *that, these, this, and those*.

That is a good idea.

These are hilarious cartoons.

A demonstrative pronoun may look like a demonstrative adjective, but it is used differently in a sentence: it acts as a pronoun, taking the place of a noun.

Interrogative Pronouns

An interrogative pronoun is used in a question. It helps to ask about something. The interrogative pronouns are *what, which, who, whom*, and compound words ending in "ever," such as *whatever, whichever, whoever, and whomever*.

What on earth is that?

Who ate the last piece of fig Newtons?

An interrogative pronoun may look like an interrogative adjective, but it is used differently in a sentence: it acts as a pronoun, taking the place of a noun.

Indefinite Pronouns

An indefinite pronoun refers to an indefinite, or general, person or thing. Indefinite pronouns include *all, any, both, each, everyone, few, many, neither, none, nothing, several, some, and somebody*.

Something smells good.

Many like *salsa* with their chips.

An indefinite pronoun may look like an indefinite adjective, but it is used differently in a sentence: it acts as a pronoun, taking the place of a noun.

Relative Pronouns

A relative pronoun introduces a clause, or part of a sentence, that describes a noun. The relative pronouns are *that, which, who, and whom*.

You should bring the book **that** you love most.

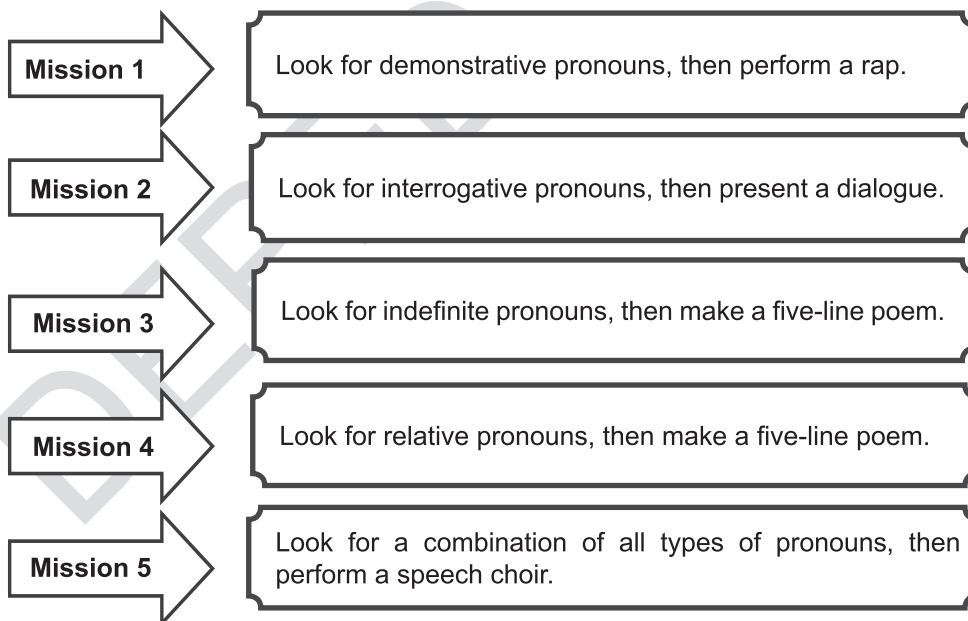
That introduces “you love most,” which describes the book.

Hector is a photographer **who** does great work.

Written by Heather MacFadyen

<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/pronouns.html>

2. Group yourselves into five. Look for five sentences in the text using the given mission.



Task 9 QUICK WRITES

Critiquing a short story usually takes the form of an essay. It is an in-depth evaluation of the story for the purpose of giving the reading public insight into the story. Writing a critique requires you to reassemble the elements in such a way that your intended audience has a better understanding of the story's strengths, weaknesses, and highlights.

SAMPLE CRITIQUE

Lee, published by Crime Factory

Posted in Short Story Reviews, tagged Cameron Ashley, Crime Factory, Eric Beetner, fiction, Lee Marvin, publishing, reading, short story. The Dirty Dozen, writing on May 28, 2013

I recently finished a fiction anthology called, *Lee*. The book features seventeen short stories, all written by crime writers, and inspired by Lee Marvin — his life, his movies. The stories flow in chronological order with the first taking place in 1944 and the last in 1987, just after Lee died. Frankly, I thought the concept was a little goofy, and I didn't really expect the book to be that good. I bought it only because its publisher, *Crime Factory*, had published two of my short stories. I liked what they'd done in their journal, and figured I'd check out what else they've brought to the world.

I'm happy to admit that I was very wrong. Not only is every story in the collection really good, but it turns out that the concept really worked. In a word, the book **rocks!** It was fun to see how the different authors tackled the task of writing a Lee Marvin-inspired story. I particularly liked the stories: "1966: Just Swell," Cameron Ashley; "1967: The Gun Hunter," Eric Beetner. Beetner's novel *The Devil Doesn't Want Me* has now moved up to number three on my reading list, which hopefully means I'll get to it in June.

I feel good that in my own little way I'm associated with these writers, at least tangentially.



Finishing *Lee* has also made me more interested in Lee Marvin's movies. I watched *The Man Who Shot Liberty Valence* during a film class in college and was blown away by his performance, but I don't think I'd seen another one of his movies. And I consider myself something of an old film buff. I took a step toward correcting this oversight last night by watching *The Dirty Dozen* — awesome!

— CC Roy Jacob

Posted by Abdulat 8/10/2008 12:46:00 PM

Writing Fix 1A: Work in groups of five and write a critique of the Story of Keesh recognizing exclusive rights. Use the following guide in writing your critique.

CONTEXT

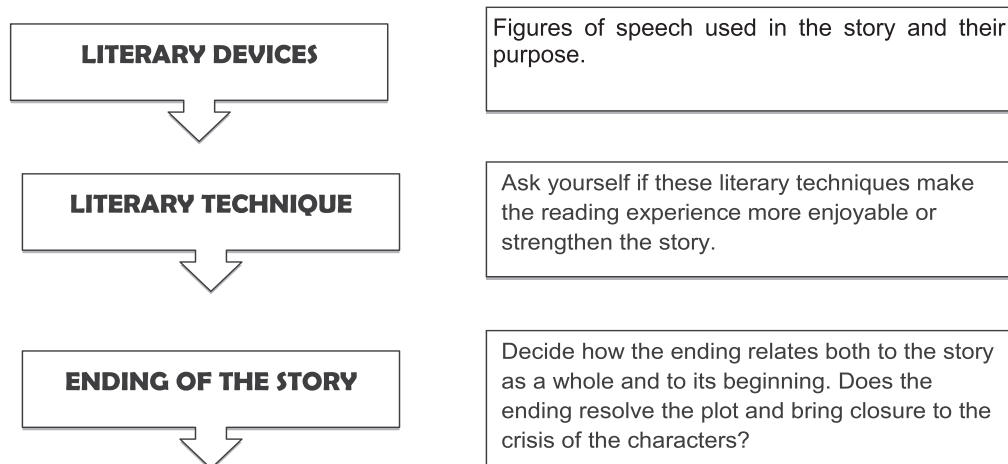
What genre is it? Adventure? Science fiction? Fantasy? Literary?

AUTHOR'S INTENTION

What is the author trying to accomplish with the story? If the story is meant to be funny and isn't, or is meant to be a morality tale but doesn't quite pull it off, then it has failed in at least one respect.

YOUR REACTIONS

Note your reactions as you read. Either keep a spare piece of paper with you or mark your reactions on the margins of the text.



1B. Review your critique from the previous activity (Writing Fix 1A). Go back to the details and justify your points by citing lines from the text . Complete the table below.

Statements from the critique	Details from the text	Citations		
		Paragraph No.	Line No.	Others



After writing a critique of a short story, you are now going to write a speech of goodwill.

Speeches to secure goodwill seek to forge new relationships between previously antagonistic and unfamiliar entities.

KEY POINTS

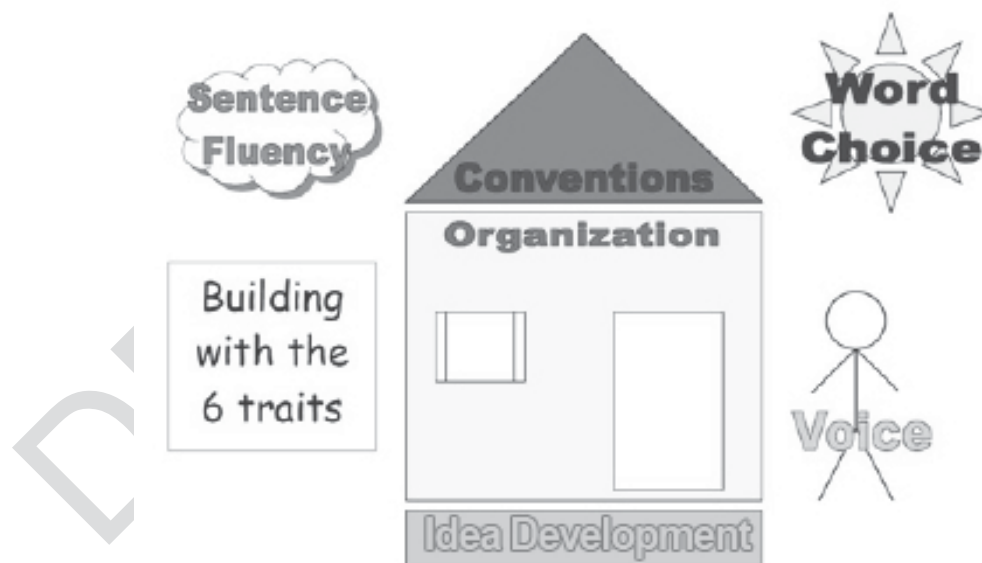
- Goodwill speeches are both informative and persuasive. You seek to persuade your audience to consider you favorably and who or what you represent.
- Goodwill speeches highlight shared values, customs, beliefs, and morals.
- Goodwill speeches do not make assumptions or judgments about their audience and do not intimidate, embarrass, or offend them.

- Pointers in Writing a Speech of Goodwill

1. First, identify the *purpose* of your speech. What is the purpose of my speech, is it to motivate or persuade the audience? Is it an informational speech or a call to order?
2. Have *two to three main points* directly supporting the purpose of your speech.
3. Have a definite *opening, body, and conclusion* of the speech. It is recommended to memorize the opening and conclusion of the speech to create impact.
4. Try to include some humor: The members of the audience love a speech sprinkled with subtle humor.

<http://webcache.googleusercontent.com/search?q=cache:DLbLWWkIk3UJ:whatsonnn.blogspot.com/2008/08/goodwill-speech.html+&cd=10&hl=en&ct=clnk&gl=ph>

Writing Fix 2: Write a speech of goodwill for Keesh after he was made the chief of the tribe. Take note of the building conventions.



YOUR FINAL TASK

Task 10 STAGE IT

Stage a dramatic monologue to create goodwill using the speech you have written for Keesh. Refer to your written speech in Writing Fix 2. Act as Keesh to convey a range of feelings and ideas about his character. Your performance is based on your interpretation and ability to pretend to be a character from the text.

Be guided by the prosodic features of speech or the use of pitch, loudness, tempo, and rhythm to convey information about the structure and meaning of what you are saying.

Tips for dramatic monologue presentation

- Warm up your voice and body before your performance so you stay in character.
- If you make a mistake, don't stop, just keep on going.
- Memorize your lines rather than use cue cards.
- Use sensible gestures and movements.

Source: studyit.org.nz

MY TREASURE

In the developing world, the impact of mutual phenomena can be challenging and devastating. Through this literary work, the author tries to portray nature's role in our lives. In our human relationships, we want others to sacrifice for us, yet it seems very hard to reciprocate.

Ask yourself, "How can I pull together the different parts of my life so I can lead a better life and be a better leader?"

There's a simple exercise you can use any time you find yourself stuck in "Either/Or" thinking that will help you think in more expansive "Both/And" ways:

1. "Either I can't have _____ or I can have _____."
2. Identify the two things between which you are forcing yourself to choose. (Work or rest? Study or have fun? Get ahead or enjoy my life?) _____

3. Bring together those two things in a single sentence.
4. How can I both _____ and also _____?

Life is a struggle. When you take this kind of thinking to heart, you will be living and leading with integrity. You will be who you want to be and do what you want to do despite all the challenges you encounter in your life.

Module 3

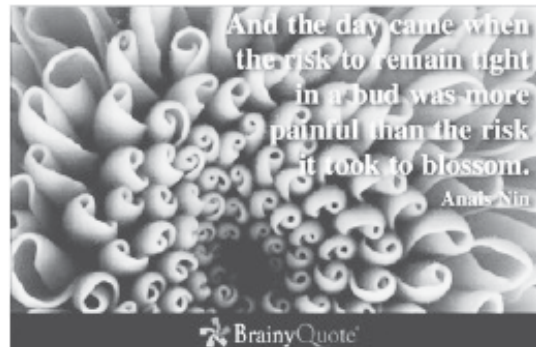
LESSON 3

Working with Nature's Limits

YOUR JOURNEY

Nature is a gift from God. It provides us with everything we need in everyday life. And as caretakers of the Earth, we are bound to protect and nurture it for the next generations.

This lesson allows you to see the importance of nature and realize that even nature has its own limits. It cannot maintain its natural state without proper human intervention. Nature can get devastated, too. And if this happens, who will be affected? Aren't you worried about what will happen to nature? What can you do to prevent it from happening and how can you make a difference to help save the Earth?



YOUR OBJECTIVES:

In this lesson, you are expected to:

- realize the feminine side of nature and appreciate its importance
- raise questions and seek clarifications on issues discussed in the text listened to
- disclose the personal significance of a material viewed
- give expanded definitions of a word
- explain how the elements specific to a selection build its theme
- use quotation marks or hanging indentation for direct quotes
- use pronouns effectively and be able to clearly identify their antecedents
- use polite expressions when giving a roast speech

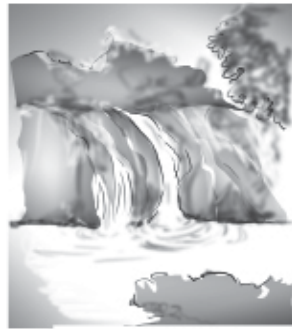


Be reminded that your final output for this lesson is to deliver a roast speech for a special occasion using polite expressions.

YOUR INITIAL TASKS

Task 1 FOUR PICS-ONE WORD PUZZLE

In this activity, you are going to identify what idea the pictures suggest. Try to guess the correct word by analyzing the four pictures below. Be guided by the number of letters of the word as indicated in the boxes.



--	--	--	--	--	--

--	--	--	--	--

Task 2 SHE IS MY MOTHER

The words Earth and Nature can be used interchangeably in context. In this activity, you are going to relate the words, mother and nature, and identify their similarities and/or differences. Let someone read the excerpt from the “Preamble of the Proposal for Universal Declaration of the Rights of Mother Earth” before the class.

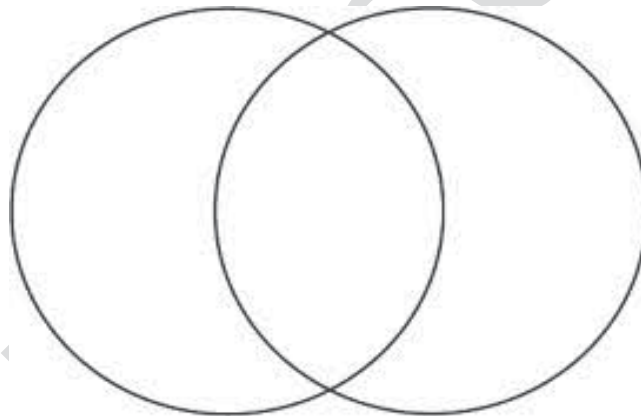
Preamble

We, the peoples and nations of Earth:

Considering that we are all part of Mother Earth, an indivisible, living community of interrelated and interdependent beings with a common destiny; gratefully acknowledging that Mother Earth is the source of life, nourishment and learning and provides everything we need to live well; recognizing that the capitalist system and all forms of depredation, exploitation, abuse and contamination have caused great destruction, degradation and disruption of Mother Earth, putting life as we know it today at risk through phenomena such as climate change; convinced that in an interdependent living community, it is not possible to recognize the rights of only human beings without causing an imbalance within Mother Earth; affirming that to guarantee human rights, it is necessary to recognize and defend the rights of Mother Earth and all beings in her and that there are existing cultures, practices, and laws that do so.

<http://pwccc.wordpress.com/programa/>

Complete the Venn diagram below to compare and contrast the words, Mother and Nature.



For class discussion, answer the following questions:

1. What are the qualities of nature? Of a mother?
2. How are the words, Mother and Nature, similar/different?
3. Why is nature compared to a mother? Cite concrete examples.
4. Share some pertinent experience/s when you realized that nature is like a mother to you.
5. What can you say to the youth of the new generation in connection with this realization?

Task 3 WHAT FILIPINOS SAY

In the previous activity, you have learned that nature is like a mother to us. See Mother Nature in its present condition by watching the music video of the song, “Paraiso” sung by Smokey Mountain.



1. What is the song all about?
2. Who could be talking in the song?
3. What is the stand of the speaker?
4. Why does the land need to expect some truth, hope, and respect from the rest of us? What does this tell about the condition of Mother Nature?
5. What did you feel after listening to the song? Express yourself freely in the freedom board below and share with the class.



YOUR TEXT

Read the following poem written by French author Charles Baudelaire and translated to English by William Aggeler.

Song of Autumn

Soon we shall plunge into the cold darkness;
Farewell, vivid brightness of our short-lived summers!
Already I hear the dismal sound of firewood
Falling with a clatter on the courtyard pavements.

All winter will possess my being: wrath,
Hate, horror, shivering, hard, forced labor,
And, like the sun in his polar Hades,
My heart will be no more than a frozen red block.

All atremble I listen to each falling log;
The building of a scaffold has no duller sound.
My spirit resembles the tower which crumbles
Under the tireless blows of the battering ram.

It seems to me, lulled by these monotonous shocks,
That somewhere they're nailing a coffin, in great haste.
For whom? — Yesterday was summer; here is autumn
That mysterious noise sounds like a departure.

I love the greenish light of your long eyes,
Sweet beauty, but today all to me is bitter;
Nothing, neither your love, your boudoir, nor your hearth
Is worth as much as the sunlight on the sea.

Yet, love me, tender heart! be a mother,
Even to an ingrate, even to a scapegrace;
Mistress or sister, be the fleeting sweetness
Of a gorgeous autumn or of a setting sun.

Short task! The tomb awaits; it is avid!
Ah! let me, with my head bowed on your knees,
Taste the sweet, yellow rays of the end of autumn,
While I mourn for the white, torrid summer!

— William Aggeler, *The Flowers of Evil* (Fresno, CA: Academy Library Guild, 1954)

<http://fleursdumal.org/poem/208>

Giving an expanded definition is distinguishing the characteristics of a certain word, providing extra facts or information about it, giving examples, and saying what cannot be included to describe it. Study the example below:

Mother Nature (sometimes known as Mother Earth or the Earth-Mother) is a common personification of nature that focuses on the life-giving and nurturing aspects of nature by embodying it in the form of the mother. Images of women representing Mother Earth and Mother Nature are timeless. In prehistoric times, goddesses were worshipped for their association with fertility, fecundity, and agricultural bounty. Priestesses held dominion over aspects of Incan, Algonquian, Assyrian, Babylonian, Slavonic, Germanic, Roman, Greek, Indian, and Iroquoian religions in the millennia prior to the inception of patriarchal religions.

http://en.wikipedia.org/wiki/Mother_Nature

Task 4 HOW DO I DEFINE THEE?

Use a dictionary and find the meaning of the following words. Then give the extended definition through context clues and by brainstorming ideas about each word using a word web. Write each of the following words at the center and give at least four words that are related to it.

- | | |
|-------------|--------------|
| 1. plunge | 6. battering |
| 2. vivid | 7. lulled |
| 3. dismal | 8. haste |
| 4. clutter | 9. boudoir |
| 5. atremble | 10. hearth |

https://www.teachervision.com/tv/curriculum/lessonplans/worksheets/ILP_research_sheet.html

Task 5 LET'S DO THE T-W-I-S-T!

In order to understand the poem more clearly and explain its theme, study how the writer developed the overall style of the poem. Form five groups and accomplish the following tasks and be ready to present a group report. But first, try to identify the words through description:

Group 1. Identify the writer's T _ _ _.

What is the attitude of the author or speaker toward the subject?

Group 2. Next, study the author's W _ _ _ C _ _ _ _ E.

How are the words/phrases in the selection loaded with connotation, associations, or emotional impact? You may write words associated with them in context.

- autumn
- summer
- winter
- cold darkness
- nailing a coffin

Group 3. Study how the author used **I _ _ _ _ Y**:

- a. What images are created by the writer?
(Images may pertain to sound, touch, smell, taste, or sight)
- b. What objects add detail/s to the images created?

Group 4. Observe the writer's **S _ _ _ E** in writing:

- a. How did the writer develop the overall style of the poem?
(figurative language, point of view, literary techniques, punctuation, shifts, etc.)
- b. Cite some examples.

Group 5. Identify the **T _ _ _ E**

- a. What is the theme exemplified in the poem?
(Theme concerns the meaning of the passage, the insight, both particular and universal, that an author has to offer about life itself and has to do with the overall effect or impact of a piece of writing.)
- b. Give important details to support your answer.

<https://moodle.cpsd.us/moodle/pluginfile.php/2264/.../TWIST.doc>

YOUR DISCOVERY TASKS

Task 6 WINTER, SPRING, SUMMER, OR FALL

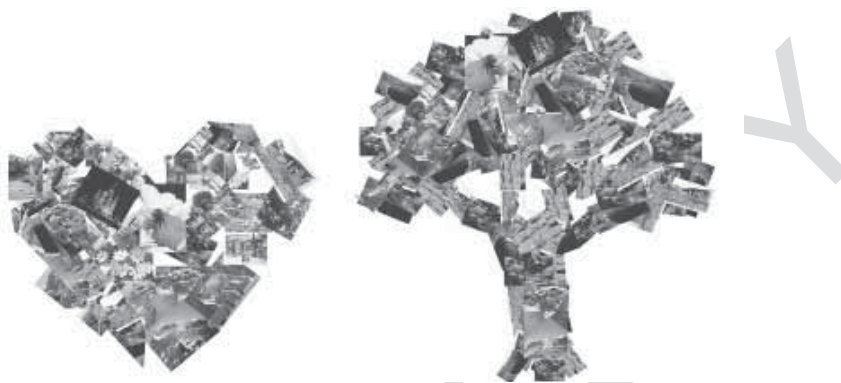
The title tells a lot about the overall theme of the poem. Let us discuss the following:

1. Why was the poem entitled "Autumn"? What ideas and/or feeling/s does the title evoke?
2. Autumn is described as in-between summer and winter. What things/events could best represent these two seasons?
3. How would you relate the title of the poem to what is happening now to the Earth?
4. What do the following lines suggest?
 - a. That somewhere they're nailing a coffin, in great haste
 - b. Sweet beauty, but today all to me is bitter
 - c. Yet, love me, tender heart! Be a mother,
Even to an ingrate, even to a scapegrace
5. Did you realize that even nature has its own limits? How do you deal with this? Relate it to real-life situations by sharing your own, personal experience/s.

<http://charlesbaudelaire.weebly.com/autumn-song-analysis.html>

Task 7 LET'S CUT 'EM UP AND PASTE 'EM

Make a shape collage representing the two opposing ideas in the poem. Try to vividly describe “summer” and “winter” as described in the poem and in relation to what’s happening to Mother Earth at present. You could cut out pictures from magazines or newspapers and paste them on an oslo paper. Be sure to form an icon/ symbol that could best represent your response to the poem on how you perceive nature’s limits and how you can respond to it positively. Present it to the class and give a short explanation.



<http://www.shapecollage.com/>

USE OF QUOTATION MARKS

We use quotation marks when quoting directly what a speaker has said and to emphasize ideas in a text. Let’s learn how to use the quotation marks correctly:

Rule 1

Periods and commas always go inside quotation marks, even inside single quotes.

Examples:

The sign changed from “Plant,” to “Don’t Plant,” to “Plant” again within 30 seconds.

She said, “Water the plants.”

She said, “He said, ‘Water the plants.’”

Rule 2

The placement of question marks with quotes follows logic. If a question is in quotation marks, the question mark should be placed inside the quotation marks.

Examples:

She asked, “Do you love Mother Earth?”

Do you agree with the saying, “Mother Earth is the answer to all our needs”?
Here the question is outside the quote.

NOTE: Only one ending punctuation mark is used with quotation marks. Also, the stronger punctuation mark wins.

Rule 3

When you have a question outside quoted material and inside quoted material, use only one question mark and place it inside the quotation mark.

Example:

Did she say, "May I plant more trees?"

Rule 4

Use single quotation marks for quotes within quotes. Note that the period goes inside all quote marks.

Example:

He said, "The tree said, 'Please don't cut me down.'"

Rule 5

Use quotation marks to set off a direct quotation only.

Examples:

"When will you be here?" he asked.

He asked when you will be there.

Rule 6

Do not use quotation marks with quoted material that is more than three lines in length.

Rule 7

When you are quoting something that has a spelling or grammar mistake or presents material in a confusing way, insert the term *sic* in italics and enclose it in brackets. *Sic* means, "This is the way the original material was."

Example:

The farmer said, "I would rather die than [sic] uproot the trees to build a house."
Should be *than*, not *then*.

<https://www.grammarbook.com/punctuation/quotes.asp>

Read the following story and highlight the sentences that use quotation marks. Take note of how quotation marks are used to add more information to the text:

A Beautiful Woman I Cannot Forget

I can still remember what she looked like, that beautiful face and that charming smile. I recall when I dreamt of this extraordinarily beautiful woman, who stood before me and opened my eyes to reality. While I was walking along the garden path, a woman appeared before me out of nowhere. She suddenly held my hand and spoke to me gently...

She asked me, "Do you know me?"

And with hesitation, I replied, "Who are you?"

"I am your mother, your mother who cares for you very much. I raised you to be the young boys and girls you are now. And I long for your care and love."

I looked around if there were other boys and girls around, but there was no one there except me. Why did she call me "boys and girls"? But then suddenly, I noticed unique things about her, she was so beautiful with her green hair, as green as the fresh grasses on the hillside. Her blue eyes twinkled as if they're talking to me, much like the waves do when they come ashore. Her sun-kissed skin was as refreshing as the damp soil and her red lips spoke with the love a mother would give her children. I was really caught by this wild imagination. Then she finally spoke, "I am Mother Earth."

I stood still and then she asked me, "Do you believe in the saying, 'Only a mother could give her young the best care they need.'? It is I who could and would, provide you with only the best. And that is because I love you."

"Why are you here?" I asked.

"I came here to awaken you, the people of the Earth. I want to remind you of your tasks as caretakers of the Earth, and your responsibility towards your mother. I want you to make a change, to make up for the things you have done, before it's too late."

And she added, "May I make a request?"

"I'd like to see the fields green and abundant once more, the air crisp and fresh to breathe and the waters as blue as the sky. I'd like to see the birds flying freely, the animals running across the fields and the fishes governing the seas. I'd like to see the environment free from pollution, from man's abuses and irresponsibility. And with this, start to plant a seedling, water a plant, or pick up trash. Start simply by saying, "I love Mother Earth!"

I suddenly woke up from sleep and said to myself, "What have I done lately to preserve the environment? Have I done anything useful and worthy of my mother's love?"

Task 8 COME, CHECK IT OUT!

An *antecedent* is the word that a pronoun refers to. Let's check if you know how to identify the antecedents in the following poem. Underline every pronoun in the poem and encircle the antecedent it refers to.

Make It Green

© Avani Desai (Nagarwadia)

Lives are crying, because it's not clean,
Earth is dying, because it's not green...

Earth is our dear Mother, don't pollute it,
She gives us food and shelter, just salute it.
With Global Warming, it's in danger,
Let's save it by becoming a strong ranger...

With dying trees and animals, it's in sorrow,
Make green today and green tomorrow

With melting snow, one day it will sink,
How can we save it, just think...

Tree is precious, preserve it,
Water is a treasure, reserve it...

Grow more trees, make Mother Earth green,
Reduce pollution and make her a Queen...

Source: <http://www.familyfriendpoems.com/poem/make-it-green#ixzz36lroE2LJ>
Family Friend Poems

PRONOUN-ANTECEDENT RULES

There are pronoun-antecedent rules to follow in order to use pronouns effectively. Take a look at the following:

PRONOUN-ANTECEDENT AGREEMENT

A **pronoun** is a word used to stand for (or take the place of) a **noun**.

A word can refer to an earlier noun or pronoun in the sentence.

Example:

Mother Earth delivered Mother Earth's speech to mankind.

We do not talk or write this way. Automatically, we replace the noun ***Mother Earth's*** with a pronoun. More naturally, we say

Mother Earth delivered her speech to mankind.

The pronoun ***her*** refers back to ***Mother Earth***. ***Mother Earth*** is the **ANTECEDENT** of the pronoun ***her***.

An **antecedent** is a word for which a pronoun stands. (*ante* = "before")

The pronoun must agree with its antecedent in number.

Rule: A singular pronoun must replace a singular noun; a plural pronoun must replace a plural noun.

Thus, the mechanics of the sentence above looks, like this:

Mother Earth delivered ***her*** speech to mankind.

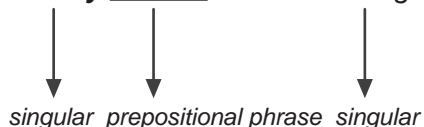


Here are nine pronoun-antecedent agreement rules. These rules are related to the rules found in subject-verb agreement.

1. A **phrase** or **clause** between the subject and verb does not change the number of the antecedent.

Firmly Example:

An ***array of trees*** stands on ***its*** ground



2. **Indefinite pronouns as antecedents**

- Singular indefinite pronoun antecedents take singular pronoun referents.

SINGULAR: *each, either, neither, one, no one, nobody, nothing, anyone, anybody, anything, someone, somebody, something, everyone, everybody, everything*

Example:

Each of the birds flies toward *its* nest.

↓
singular

- Plural indefinite pronoun antecedents require plural referents.

PLURAL: *several, few, both, many*

Example:

Both flowers bend **their** stems toward the sun.

↓
plural

↓
plural

- Some indefinite pronouns that are modified by a prepositional phrase may be either singular or plural.

EITHER SINGULAR OR PLURAL: *some, any, none, all, most*

When the object of the preposition is **uncountable** → use a **singular** referent pronoun.

Examples:

Some of the waves reached *its* top!

Waves is *uncountable*; therefore, the sentence has a singular referent pronoun.

When the object of the preposition is **countable** → use a **plural** referent pronoun.

Examples:

Some of the animals were saved by **their** owners.

Animals are countable; therefore the sentence has a plural referent pronoun.

3. **Compound subjects joined by and** always take a **plural** referent.

Example:

The **lion** and the **tiger** run for **their** lives as the hunters chase them.

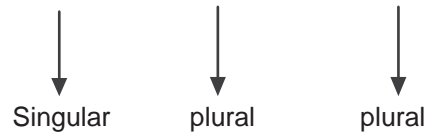
↑
Plural

↑
Plural

4. With **compound subjects joined by or/nor**, the referent pronoun agrees with the antecedent closer to the pronoun.

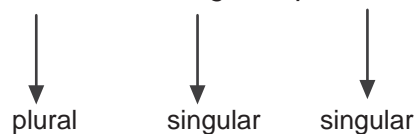
Example 1 (plural antecedent closer to pronoun):

Neither the dog nor the cats escaped their stalkers.



Example 2 (singular antecedent closer to pronoun):

Neither the cats nor the dog escaped its stalkers.



Note: In example 1, the plural antecedent closer to the pronoun creates a smoother sentence than example #2, which forces the use of the singular (his or her).

5. **Collective Nouns** (group, jury, crowd, team, etc.) may be singular or plural, depending on meaning.

Example:

*A **flock** of birds made **its** nest on the tallest tree.*



In this example, the flock is acting as one unit; therefore, the referent pronoun is singular.

Example:

The **troop members** run toward **their** prey.

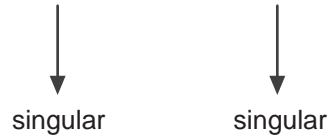


In this example, the troop members are acting as twelve individuals; therefore, the referent pronoun is plural.

6. **Titles of single entities** (books, organizations, countries, etc.) take a singular referent.

EXAMPLES:

The **Gifts of Nature** made **its** characters seem realistic.



The **Philippines** is proud of **its** natural resources.



7. **Plural form subjects with a singular meaning** take a singular referent. (*news, measles, mumps, physics, etc*)

EXAMPLE:

The **news** about the forest fires has lost **its** rage a few days after.



8. **Every** or **Many a** before a noun or a series of nouns requires a singular referent.

EXAMPLES:

Every cow, pig, and horse has lost **its** life in the fire.



Many a fish dreams to swim **its** trail along clear waters.



9. **The number of** vs **A number of** before a subject:

- **The number of** is singular.

EXAMPLE:

The number of conserved wildlife habitats increases **its** number each year.



- **A number of** is plural.

EXAMPLE:

A number of wild animals were saved from **their** hunters.

↓
plural

↓
plural

http://www.towson.edu/ows/pro_antagree.htm

Task 9 LET'S PRACTICE

Write "C" if the pronoun reference is clear or "F" if it is faulty. Be prepared to defend your answers.

1. Tom had had enough of school, which is why he decided to join the Marines.
2. He used a hacksaw instead of a wood saw to cut through the wire fence. This is an example of clear thinking.
3. Donna is able to design and sew her own clothes. Those are two ways to save money.
4. Jake told his brother that he ought to get out and enjoy the fresh air.
5. Ted threw the plate through the window and broke it.
6. After I talked with the therapist, she told me to come back once a week for consultation.
7. A rolling stone gathers no moss, which is why one must always be on the go.
8. There is never enough time to see all my friends when I come to town. It is a real shame.
9. Heidi told her mother that she should learn to type.
10. Sue has always enjoyed helping people, and she plans to study medicine when she completes her undergraduate studies.
11. I have a bucket, but it has a hole.
12. He joined a commune because they share everything there.
13. Life is peaceful on a farm, which is one good reason to escape the rat race of the city.
14. After I heard Segovia play the guitar, I decided that that was what I wanted to do.

15. Wheat is one grain from which they make bread.
16. There is relatively little traffic in the sky, which is one reason air travel is safer than driving.
17. I scored twenty points because I was very good at it.
18. When he worked with clay, he could mold it beautifully.
19. Gus told Jerome that he was an expert marksman.
20. Mike told Alice that she was the most intelligent person he had ever met.

<http://gato-docs.its.txstate.edu/slac/Subject/Writing/Grammer/Pronouns.pdf>

Task 10 WHO'S SAYIN' WHAT TO WHOM?

Write the most suitable pronoun on each blank and encircle its antecedent. Observe correct pronoun-antecedent rules.

Emily sits by her desk. 1. _____ studies for an exam. Actually, 2. _____ forces 3. _____ to study for that exam, since 4. _____ really wants to do is go outside and play soccer! Her friend Kelly is by her window 5. _____ throws a little stone at it and then calls, "Is there 6. _____ home?"

"Yes, 7. _____ am here!" Emily answers. 8. _____ is so 9. _____ want to be outside with 10. _____ and not here with those boring booklets!" 11. _____ are you doing with these boring booklets, 12. _____ should come out and play with 13. _____!" Kelly calls back.

"I can't do 14. _____," Emily says sadly. "This exam of 15. _____ is tomorrow, so now 16. _____ need to study for 17. _____." She takes the stone that Kelly threw in, and sends 18. _____ flying outside. Then 19. _____ closes the window. 20. _____ knows that 21. _____ else studied already, and now 22. _____ of them are playing outside.

"Well," she thinks to 23. _____ 24. _____ is my test, and I 25. _____ have to study for it. 26. _____ know that Kelly wants to help 27. _____, but not this time. 28. _____ can't help 29. _____ takes another look at her two booklets. 30. _____ tries to read a page of the first booklet, and then a page of the book 31. _____. 32. _____ are boring.

"33. _____ of you are interesting!" she tells them seriously. "What can 34. _____ do?" she thinks to 35. _____. "I really had enough!"

Suddenly, a great idea comes to her. “36. _____ know!” she calls, “I’ll make a drawing of 37. _____ I read! I like to draw, and drawings will make 38. _____ interesting!”

She grabs her pencil and happily begins to draw. 39. _____ and more is drawn on her notebook, and after two hours she finishes her booklets.

She is tired but happy, and 40. _____ can finally go out to play.

“Where is 41. _____ ?” she asks 42. _____. Emily notices it is dark already. “I guess they 43. _____ went home ...”

Suddenly 44. _____ rings her doorbell. _____ are Kelly and the rest of her friends. 45. _____ are _____ tired and they want to watch a movie together. Emily is very happy. She can now enjoy a movie with her friends!

<http://www.really-learn-english.com/pronoun-exercise.html>

Task 11 “AND I QUOTE”

Research on some articles about the present condition of nature containing commentaries from prominent people and/or persons in authority. Write a short paragraph of not less than 10 sentences about the present state of Mother Earth. Do not forget to use pronouns and quotation marks correctly to highlight their statements.

FINAL TASK

A great way to spice up a retirement party, bachelor party, birthday bash, or even a farewell dinner is to roast the guest of honor. Affectionately mocking the man or lady of the hour will provide hilarious entertainment. Writing a roast speech is a balancing act and requires both love and sarcasm — the goal is to poke fun without hurting feelings. Just follow these simple steps:

1. Brainstorm funny things about the guest of honor before you start writing your speech. Recall quirks, strange habits, and amusing adventures the two of you share. As you’re gathering material, cross off anything that might hurt his feelings — or anyone else’s. You want to poke fun, but you don’t want to mortally wound.
2. Select examples of the guest of honor’s funny personality that other people at the party will also find amusing. A bizarre interest in collecting watch screws might be funny to you, but if no one else knows about this habit,

it won't go over in a roast speech. Instead, stick to morsels most likely to make other guests say, "That sure sounds like something she would do."

3. Begin to organize your thoughts in a speech. You can write the whole thing out or jot down talking points you'll refer to when you have the floor.
4. Think about different ways to deliver the roast. You could make it a funny rhyming poem or song, or organize the speech around one story with a hysterically funny punchline. Or it could be episodic — going over different moments in your relationship with the guest of honor.
5. Think about bringing funny props to illustrate your story. Any souvenirs from your times together would be a nice touch. You can also give the guest of honor a silly crown or some other hat to wear.

sources:http://www.ehow.com/how_2104874_write-roast-speech.html

Here are some suggestions to make your roast speech effective:

1. Use personal pronouns to add a "personal touch" and bridge the distance between the speaker and the audience. It could also add a sense of "mystery" as to who the subject of your speech is. Likewise, it could arouse the interest of the audience.
2. You may include direct quotations or statements said by your subject to make the roast speech more interesting. Just observe the proper use of quotation marks.
3. Remember to use polite expressions when giving a roast. The goal is to poke fun without hurting feelings.
4. You may inject humor and add vivid descriptions to make the speech more interesting.

Task 12 "A ROAST FOR TARZAN!"

Your school has launched a program, "A Tribute to Nature" and the school principal invited Tarzan to be the guest of honor, and to share his expertise when it comes to having a close encounter with nature and taking care of it.

Here is a sample roast for Tarzan. Observe closely.

"Aaaaaahhhh!" sounds familiar? Good evening ladies and gentlemen. On this very special occasion, I'd like to introduce an equally special guest who could be considered an expert when it comes to nature. "I am the king of the jungle," **he** always says. **We** know a lot of decent-looking people with their Porsche and Ferraris who walk down the red carpet but **he's** not one of them. **He** has traveled great distances, not on planes but by swinging from tree to tree. **He** has talked to different prominent figures, starting with the king (of the jungle), the queen (of the sky), and the prince and princess (of the sea). **He** even possesses a great command with **his** voice, that everybody would certainly follow. **He's** no other than Tarzan, the Great! Let's give him a bunch of bananas!

Prepare a roast speech for a famous environmentalist but remember to poke fun without hurting feelings! Take note of the use of personal pronouns, direct quotations, and polite expressions when delivering a roast speech. Present the roast speech the next day.

Please be guided by the following rubrics:

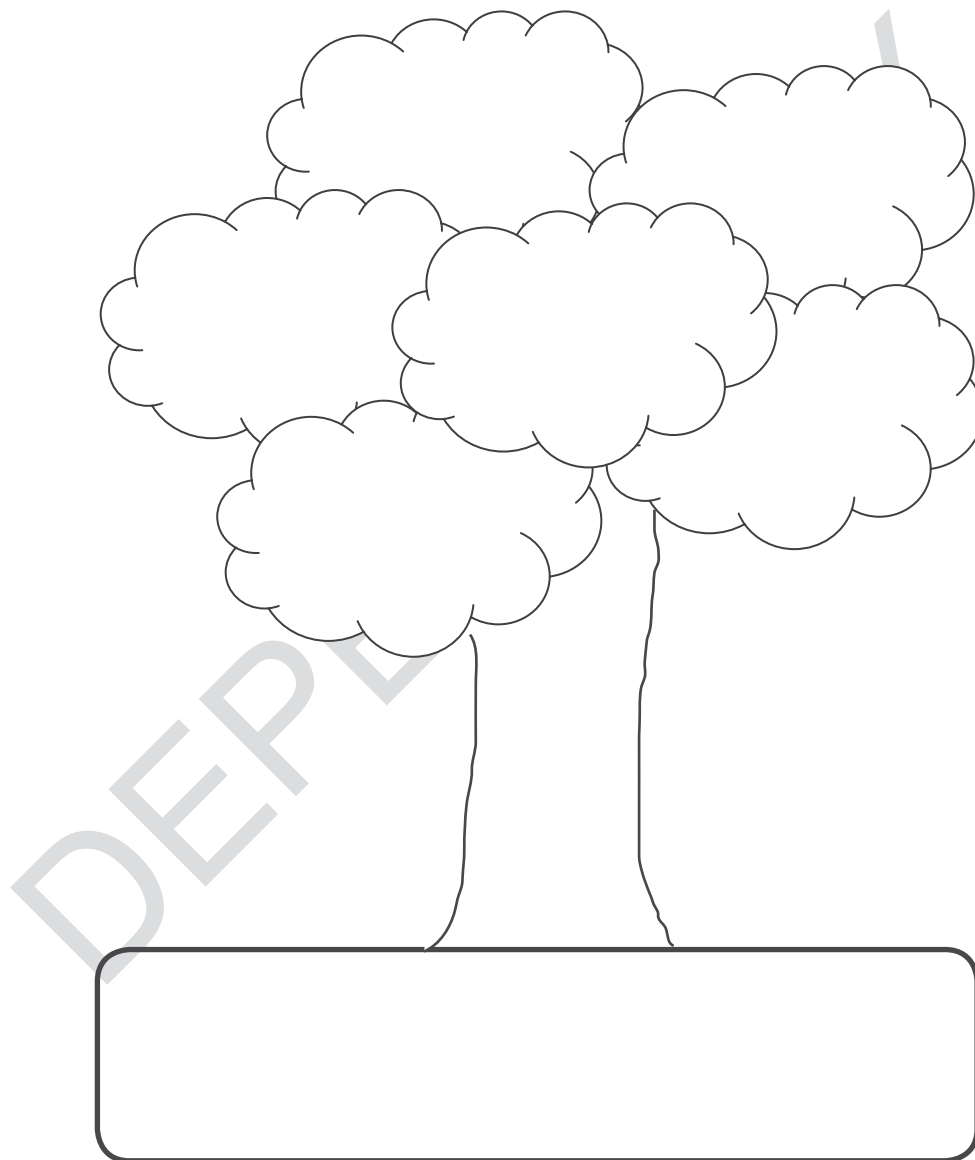
	1 - Poor	3 - Good	5 - Very Good
Use of Personal Pronouns and Their Antecedents	The speaker used some personal pronouns in the speech but the antecedents were confusing.	The speaker used some personal pronouns in the speech but there were some inconsistencies with the antecedent.	The speaker used pronouns properly with respect to their antecedent.
Use of Direct Quotations	The speaker was not able to use direct quotations properly.	The speaker had some errors in using direct quotations.	The speaker was able to use direct quotations effectively.
Use of Polite Expressions	The speaker did not use polite expressions.	The speaker used only a few polite expressions.	The speaker was able to use polite expressions correctly.
Overall Impact of the Speech	Not convincing	Fair	Very Effective

MY TREASURE

Task 13: “LET’S HEAL THE WORLD”

What will you do to make a change?

Complete the following graphic organizer with what you will do to make a change, heal the world and make it better. Write them inside the leaves. Inside the box, describe your vision of what the Earth will be like after 10 years, if all these things would be done. Observe the correct use of pronouns and quotation marks whenever possible.



Module 3

LESSON 4

Experiencing the Power of Nature

YOUR JOURNEY

"If I were to name the three most precious resources of life, I should say books, friends, and nature; and the greatest of these, at least the most constant and always at hand, is nature." - John Burroughs (American Naturalist, 1837-1921)

Nature is indeed spectacular. It tells us what beauty really is and it is the answer to all our human needs. According to Albert Einstein, "Look deep into nature, and then you will understand everything better." If we only know how to appreciate what it gives us, assess its present state, and do something to protect it, then we can be assured of healthy living, and we can experience the power of nature at its best!

In this lesson, you will see the power of nature which can both be nourishing and destructive. If humans do not take care of the natural balance on Earth, we will witness the destructive forces of nature more.

How does nature affect you?

YOUR OBJECTIVES

In this lesson, you are expected to:

- appreciate the relevance of the selection to the historical context during which it was produced and to the reader
- react intelligently and creatively to the text listened to, focusing more on the falsity or soundness of an argument presented therein
- raise questions to clarify issues covered in a material viewed
- explain how a selection may be influenced by culture, history, environment, or other factors
- show respect for intellectual property rights by acknowledging citations made in the critique and using in-text citations, and acknowledge sources by preparing a bibliography
- use the correct and appropriate language when giving a toast or a tribute to someone and when delivering welcome and closing remarks
- use structures of modification



Be reminded that your final output for this lesson is to deliver a toast speech for a special occasion and opening and closing remarks using polite expressions.

YOUR INITIAL TASKS

Task 1 LET'S GO ORGANIC!

Recently, it has been a trend to go organic — meaning, everything should come from nature, especially wellness and medicinal products. Try to research on some common herbal products and look up their benefits:

Supplement Facts		
Serving Size 1 Capsule		
Amount Per Capsule		% Daily Value
Calories 20		
Calories from Fat 20		
Total Fat	2 g	3%*
Saturated Fat	0.5 g	3%*
Polyunsaturated Fat	1 g	†
Monounsaturated Fat	0.5 g	†
Vitamin A	4250 IU	85%
Vitamin D	425 IU	106%
Omega-3 fatty acids 0.5 g		
† Daily Value not established.		

Ingredients: Cod liver oil, gelatin, water, and glycerin.

KLERITEA® Herbal Tea

Nutrition Facts		
Serving Size: 1 cup (240 mL) tea		
Amount Per Serving		%DV†
Calories 0		Calories from Fat 0
Total Fat	0g	0%
Saturated Fat	0g	0%
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	0mg	0%
Total Carbohydrate	0g	0%
Dietary Fiber	0g	0%
Sugars	0g	0%
Protein	0g	0%

†Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

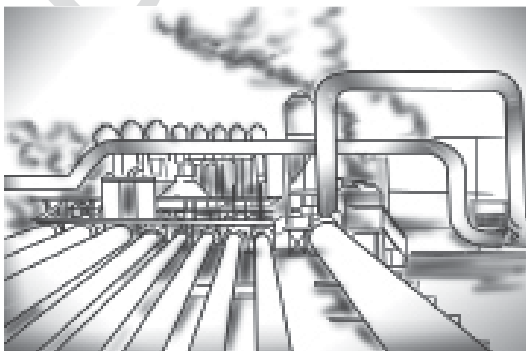
INGREDIENTS:

Senna Leaf, Buckthorn Bark, Fennel Seed, Chamomile Flower, Peppermint Leaf, Cinnamon Bark, Ginger Root, Milk Thistle Seed, Rose Hip Fruit, Uva Ursi Leaf, Passion Fruit, and Natural Citrus Flavor.

- Which of the herbal product's ingredients come from nature?
- What benefits do we get from these products?
- What could you say about what nature could give you? In what other ways could nature help you?

Task 2 IT'S ADVENTURE TIME!

Are you aware of some of the latest innovations when it comes to harnessing the power of nature? Try your hand at this activity and identify them.





Group Discussion: Try to list down at least five benefits that we get from these sources of energy. What do you think will happen if some of these energy sources will no longer be available? What would you do and how would you deal with the problem?

Task 3 JUST SIT BACK AND REACT!

Watch the video of “Man — Evolution and Pollution” on YouTube (<http://youtube.com>). Then divide the class into two and have a class debate on the following topic:

Humans are solely responsible for the destruction of the Earth and there is nothing we can do to solve the problem. The damage to nature that mankind has brought is irreversible.



Task 4 LOOKING THROUGH A DIFFERENT PERSPECTIVE

Naturalism was a literary movement or tendency from the 1880s to the 1930s that used detailed realism to suggest that social conditions, heredity, and the environment had ultimately shaped human character.

What do you see in the picture? In your own words, how do you relate it with Realism and Naturalism?



Assignment

Research on Realism and Naturalism in history, particularly in American Literature. Identify its characteristics and its similarities and differences with other periods in history. Then try to relate it with Social Darwinism, a 19th-century movement influenced by Charles Darwin's ideas on Evolution.

YOUR TEXT

Read (or listen to the mp3) of the following short story written by Jack London, a famous naturalist around the turn of the 20th century.



Jack London was born in San Francisco in 1876. He witnessed the settlement of the last frontier. During his early life, his family struggled and they were very poor. They continually moved to find a way to make ends meet. He started working by selling newspapers when he was only 10 years old to help supplement the family's income. He was a work beast working for long hours almost 6 or 7 days a week doing anything and everything he could to get paid. Some jobs were adventurous in places like Alaska and others not so much like shoveling coal in a power station. He saw in socialism a chance of salvation

for the poor and the lost as he had once been. He could not forget the sufferings of his early life. His family struggles and poverty stimulated his interest in knowledge and hunger for success. He saw these as means of changing his life for one with less struggles and suffering. He was quick to take the underdog's side against injustice or oppression of any kind.

His first success at writing came at the age of 24 and by the age of 29 he was already internationally famous for *The Call of the Wild* and *The Sea-Wolf*, among other journalistic accomplishments. He became the highest paid, most popular novelist and short-story writer of his time. He wrote passionately about life and death. He weaved his firsthand experiences at sea, in Alaska, and coal mining into his writings. These combined with his early hardships; and explicit scenery descriptions made his writings seem very natural and real, appealing to most people and making his writings very popular.

<http://westp.wordpress.com/2012/10/07/jack-london-naturalism/>

To Build a Fire

The man walked down the trail on a cold, gray day. Pure white snow and ice covered the Earth for as far as he could see. This was his first winter in Alaska. He was wearing heavy clothes and fur boots. But he still felt cold and uncomfortable.

The man was on his way to a camp near Henderson Creek. His friends were already there. He expected to reach Henderson Creek by six o'clock that evening. It

would be dark by then. His friends would have a fire and hot food ready for him.

A dog walked behind the man. It was a big gray animal, half dog and half wolf. The dog did not like the extreme cold. It knew the weather was too cold to travel.

The man continued to walk down the trail. He came to a frozen stream called Indian Creek. He began to walk on the snow-covered ice. It was a trail that would lead him straight to Henderson Creek and his friends.

As he walked, he looked carefully at the ice in front of him. Once, he stopped suddenly, and then walked around a part of the frozen stream. He saw that an underground spring flowed under the ice at that spot. It made the ice thin. If he stepped there, he might break through the ice into a pool of water. To get his boots wet in such cold weather might kill him. His feet would turn to ice quickly. He could freeze to death.

At about twelve o'clock, the man decided to stop to eat his lunch. He took off the glove on his right hand. He opened his jacket and shirt, and pulled out his bread and meat. This took less than twenty seconds. Yet, his fingers began to freeze.

He hit his hand against his leg several times until he felt a sharp pain. Then he quickly put his glove on his hand. He made a fire, beginning with small pieces of wood and adding larger ones. He sat on a snow-covered log and ate his lunch. He enjoyed the warm fire for a few minutes. Then he stood up and started walking on the frozen stream again.

A half hour later, it happened. At a place where the snow seemed very solid, the ice broke. The man's feet sank into the water. It was not deep, but his legs got wet to the knees. The man was angry. The accident would delay his arrival at the camp. He would have to build a fire now to dry his clothes and boots.

He walked over to some small trees. They were covered with snow. In their branches were pieces of dry grass and wood left by flood waters earlier in the year. He put several large pieces of wood on the snow, under one of the trees. On top of the wood, he put some grass and dry branches. He pulled off his gloves, took out his matches, and lighted the fire. He fed the young flame with more wood. As the fire grew stronger, he gave it larger pieces of wood.

He worked slowly and carefully. At sixty degrees below zero, a man with wet feet must not fail in his first attempt to build a fire. While he was walking, his blood had kept all parts of his body warm. Now that he had stopped, cold was forcing his blood to withdraw deeper into his body. His wet feet had frozen. He could not feel his fingers. His nose was frozen, too. The skin all over his body felt cold.

Now, however, his fire was beginning to burn more strongly. He was safe. He sat under the tree and thought of the old men in Fairbanks. The old men had told him that no man should travel alone in the Yukon when the temperature is sixty degrees below zero. Yet here he was. He had had an accident. He was alone. And he had saved himself. He had built a fire.

Those old men were weak, he thought. A real man could travel alone. If a man stayed calm, he would be all right. The man's boots were covered with ice. The strings

on his boots were as hard as steel. He would have to cut them with his knife.

He leaned back against the tree to take out his knife. Suddenly, without warning, a heavy mass of snow dropped down. His movement had shaken the young tree only a tiny bit. But it was enough to cause the branches of the tree to drop their heavy load. The man was shocked. He sat and looked at the place where the fire had been.

The old men had been right, he thought. If he had another man with him, he would not be in any danger now. The other man could build the fire. Well, it was up to him to build the fire again. This time, he must not fail.

The man collected more wood. He reached into his pocket for the matches. But his fingers were frozen. He could not hold them. He began to hit his hands with all his force against his legs.

After a while, feeling came back to his fingers. The man reached again into his pocket for the matches. But the tremendous cold quickly drove the life out of his fingers. All the matches fell onto the snow. He tried to pick one up, but failed.

The man pulled on his glove and again beat his hand against his leg. Then he took the gloves off both hands and picked up all the matches. He gathered them together. Holding them with both hands, he scratched the matches along his leg. They immediately caught fire.

He held the blazing matches to a piece of wood. After a while, he became aware that he could smell his hands burning. Then he began to feel the pain. He opened his hands, and the blazing matches fell on to the snow. The flame went out in a puff of gray smoke.

The man looked up. The dog was still watching him. The man got an idea. He would kill the dog and bury his hands inside its warm body. When the feeling came back to his fingers, he could build another fire. He called to the dog. The dog heard danger in the man's voice. It backed away.

The man called again. This time the dog came closer. The man reached for his knife. But he had forgotten that he could not bend his fingers. He could not kill the dog, because he could not hold his knife.

The fear of death came over the man. He jumped up and began to run. The running began to make him feel better. Maybe running would make his feet warm. If he ran far enough, he would reach his friends at Henderson Creek. They would take care of him.

It felt strange to run and not feel his feet when they hit the ground. He fell several times. He decided to rest a while. As he lay in the snow, he noticed that he was not shaking. He could not feel his nose or fingers or feet. Yet, he was feeling quite warm and comfortable. He realized he was going to die.

Well, he decided, he might as well take it like a man. There were worse ways to die.

The man closed his eyes and floated into the most comfortable sleep he had ever known.

The dog sat facing him, waiting. Finally, the dog moved closer to the man and caught the smell of death. The animal threw back its head. It let out a long, soft cry to the cold stars in the black sky.

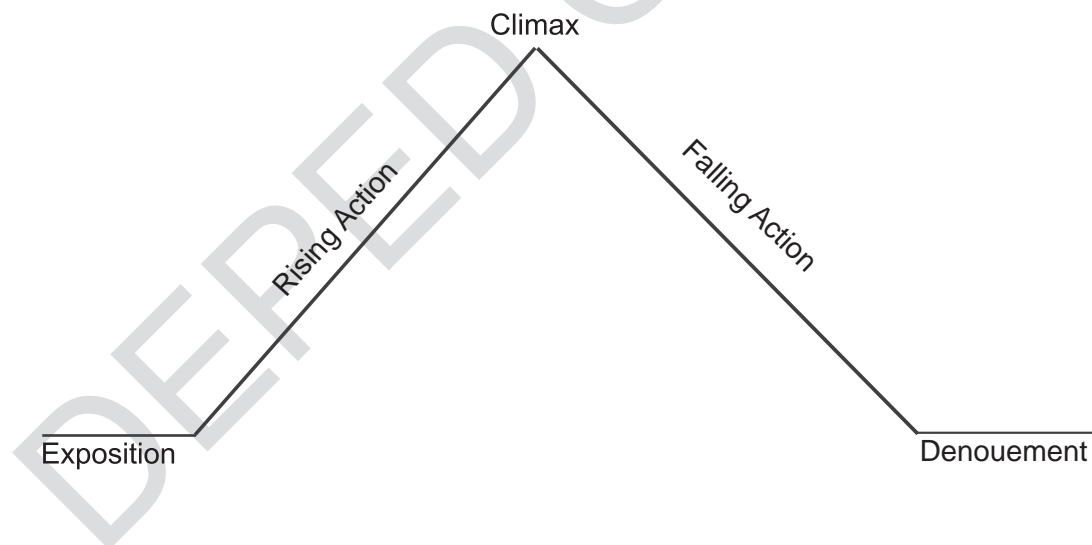
And then it turned and ran toward Henderson Creek...where it knew there were food and a fire.

Sources: http://www.manythings.org/voa/stories/To_Build_a_Fire_-_By_Jack_London.html

http://ia600407.us.archive.org/11/items/AmericanStories/To_Build_a_Fire_-_By_Jack_London.mp3

Task 5 SEE HOW THE STORY BUILDS UP AND ENDS WELL

Form four (4) small groups and prepare a simple plot analysis of the story, highlighting the symbols that suggest meaning. Present your plot analysis using a plot diagram or a story mountain as shown below. Identify each part of the plot and compare your plot analysis with those of other groups. Form a generalization afterward.



Task 6 LET'S BUILD A FIRE

Try to recall ideas associated with the picture presented in Task 4 before the start of the lesson and from the story, "To Build a Fire." Then complete the graphic organizer on the next page to compare and contrast them. Write the ideas common to both the story and the picture inside the box in the fire and the contrasting ideas on the logs.



YOUR DISCOVERY TASKS

Task 7 SMALL GROUP DISCUSSION ACTIVITIES

Form five (5) groups. Discuss and relate the social conditions during that time to show how the story was written. Identify the possible reasons why the author wrote the story by doing the following activities:

Group 1: Prepare a timeline showing Realism and Naturalism as literary periods in the 19th to 20th centuries. Give particular events that led to these historical phenomena.

Group 2: Explain the following illustration about Social Darwinism:



Group 3: Go back in time and check whether there were situations similar to what's happening now in our society. Then do a short documentary report about this. Highlight the important events/periods.

Group 4: Make a connection between the story and what's happening now in our country by composing a rap song. Make it short but meaningful.

Group 5: Imagine that you are in a time machine. Compare and contrast what will happen in the future if the problems we are experiencing now will prevail or change. Prepare a simple illustration on manila paper and explain in class.

Task 8 ISANG BANSA, ISANG BANDILA (One Flag, One Nation!)

Watch a news report on current social conditions prevailing in the country today (e.g., corruption, poverty, economic crisis, etc.) Be ready to present them in class. You may post some pictures, cite an international news article, or interview people in positions of authority. Highlight the cause and effect of each problem.

Task 9 YESTERDAY, TODAY, AND TOMORROW

Write a news article comparing the environmental and social conditions of the country in the past and at present. You may also add your prediction on what will happen in the future if these conditions will continue. Add personal views and comments from prominent people but don't forget to acknowledge sources and use in-text citations. Acknowledge sources by preparing a bibliography.

How to Write a Bibliography

These guidelines follow the American Psychological Association (APA) Style and may be slightly different from what you are used to. But we will follow APA Style for consistency.

Notice the use of punctuations. Publication titles may be either *italicized* or underlined, but not both.

Books

Books are the bibliography format with which you are probably most familiar. Books follow this pattern:

Author Last Name, Author's Initial of First Name. (Publication Year) *Title*.

Publisher's City: Publisher. Page numbers.

Alexander, Carol. (2001) *Market Models: A Guide to Financial Data Analysis*. New York, NY: John Wiley & Sons. pp. 200-220.

Periodicals

Periodicals remove the publisher city and name and add the title of the article and the volume or issue number of the periodical. Notice that article titles are put in quotation marks and only the publication title is italicized or underlined.

Author Last Name, Author First Name. (Publication Date—could be more than a year) “Article Title.” *Publication Title*, Vol. #. (Issue #), Page numbers.

Salman, William A. (July-August 1997) “How to Write a Great Business Plan.” *Harvard Business Review* 74. pp. 98-108.

Web versions of printed material

Because web sources are time-sensitive, meaning that web content can change day by day, it is important to include the day of retrieval and the URL from which you quoted the material. You include this in a retrieval statement.

The format for online versions of print publications should basically follow the same format as above, meaning if you’re referencing an online book, you should follow the book format with the addition of the retrieval statement. If you’re referencing an online periodical, you should follow the periodical format with the addition of the retrieval statement.

Note that you should not break the Internet address of the link, even if it requires its own line. Very long URLs, such as those that occur when using an online database, can be shortened by removing the retrieval code. (The retrieval code usually consists of a long string of unintelligible letters and numbers following the end point “htm” or “html.” Remove everything that occurs after that point to shorten.)

Author. (Date of Internet Publication—could be more than a year) “Document Title.” *Title of Publication*. Retrieved on: Date from Full Web Address, starting with http://

Grant, Linda. (January 13, 1997) “Can Fisher Focus Kodak?” *Fortune*. Retrieved on August 22, 1997

How to Cite Sources in the Text

In-text citations alert readers to cited material and tell them exactly where to go and look. These citations work in conjunction with a bibliography.

- Usually, an in-text citation is a combination of a name (usually the author’s) and a number (either a year, a page number, or both).
- For Internet sources, use the original publication date, not your retrieval date.
- Internet sources also do not have page numbers, so use your discretion in the format that will direct the reader closest to the relevant section. You can number the paragraphs (abbreviate “par.”) or chapters (abbreviate “chap.”) or sections (abbreviate “sec.”).

- If there is no author listed, the document's title should be used in place of the author's name. Use the entire title but not the subtitle. Subtitles are anything appearing after a colon (:).

<http://tippie.uiowa.edu/accounting/writing/bibliography.cfm#write>

Task 10 ON WRITING A BIBLIOGRAPHY

Try your hand at this simple activity.

MAKING BIBLIOGRAPHY ENTRIES

Prepare a bibliography for the following references:

1. Imagine you have written an essay. You have used information from a book. The author is John Smith and he wrote it in 2003. The title of the book is English for Everybody. It was published in Bangkok by Lotus Press.
2. A book published in 2002 in New York. The title is Happy Happy. Publisher is Zippie Publications. You don't know the author.
3. Magazine article by Susan Johnson in Style for Everyone magazine. Name of the article is Bangkok: The Fashion Capital of the World. It is on pages 28-32 of the 24 Oct. 2004 issue.
4. Website. Article by James Hiho and Judy Blume. The address is <http://123456>. The article is called Thai Students Are the Best. The name of the Website is Teach in Thailand. You saw the article on Jan. 2, 2005. It was put on the internet on Dec. 26, 2004. [Hint: Look at Book with 2 Authors to see how to do something written by 2 people.]
5. You heard a lecture by Mickey Mouse at Disney University. It was in Donald Duck Hall on 12 Dec. 2004. The title of the lecture was Just Call Me Mickey.

Next you would alphabetize the list. Please put #1 for the entry that goes first, #2 for next entry, etc.

<http://www.ajarnmichael.com/BiblioPractice.html>

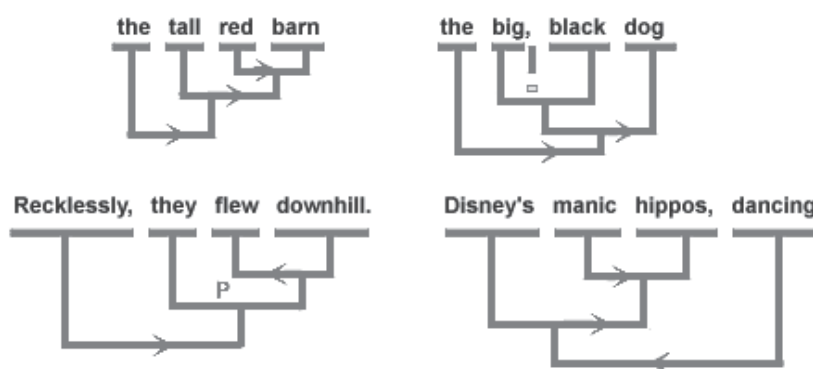
Structures of Modification

Structural grammar is particularly useful for indicating structures of **modification**. **Modification** is the grammatical tie that exists, for example, between an adjective and its noun, or a verb and its adverb. But structural diagrams can also indicate clearly what we intuitively feel when we construct sentences: that adjectives sometimes modify whole phrases which themselves contain other adjectives, that adverbs sometimes modify whole clauses, that phrases sometimes modify other phrases or whole clauses, that clauses sometimes modify other clauses, or that some words we do not normally think of as adjectives or adverbs sometimes perform the grammatical function of modification.

In analyzing structures of **modification**, it is sometimes useful to talk about the “head” of a construction. The head of a construction is the single word that “gets modified,” the word that could by itself stand for the whole construction in the grammar of the sentence. It is the word in the construction that all the modifying elements “depend on.”

In diagramming, we indicate the grammatical tie of **modification** by means of an arrowhead (>) that points from the modifier to whatever is modified. All of the arrowheads in a diagram of a structure of **modification** point toward the *head* of the construction. Here are some examples.

SINGLE-WORD MODIFIERS



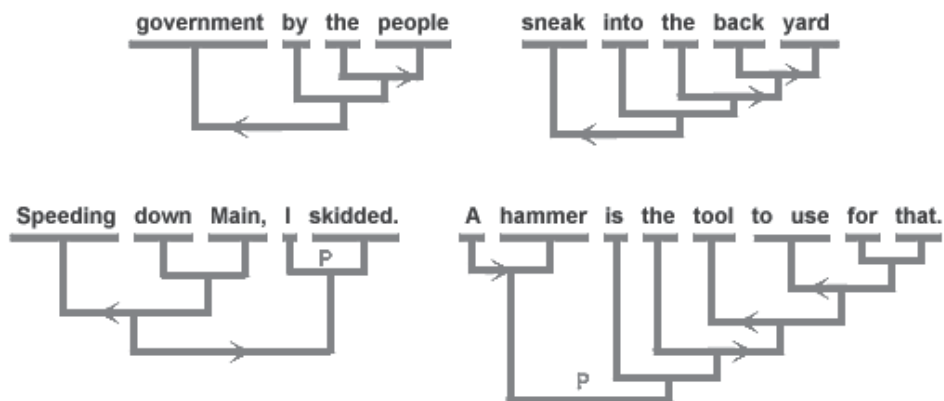
Notice the difference in the first two examples between adjectives in a series (*tall red*) and coordinated adjectives (*big, black*). There is a subtle shade of difference in the meaning. One could be talking about a barn that is (1) tall, and (2) red, in which case there would be a comma between *tall* and *red* to indicate the structure of modification. Or, as in the example given, one could be talking about a red barn that is tall. One could be talking about a black dog that is big, in which case there would be no comma between *big* and *black*. Or, as in the example given, one could be talking about a dog that is (1) big and (2) black.

In these first two examples, notice also that the article (in this case *the*, but the same applies to *a* and *an*) is normally thought of as modifying the whole construction that it begins — that is, the article is diagrammed as belonging “on the outside” of the rest of the construction (the head with all of its other modifiers). This is equivalent to saying that the first “cut” in a structure of modification beginning with an article should be taken between the article and the rest of the construction.

Notice how in the third example the diagram indicates that the adverb *recklessly* modifies not just the verb *flew*, but the whole predication. This makes sense if we notice that the adverb is movable. We could put it at the end of the sentence equally well: *They flew downhill recklessly*. If *recklessly* were intended to modify only *flew*, it would be put next to *flew*: *They recklessly flew downhill*. The writer’s choice to put the adverb at the beginning of the sentence and to set it off with a comma is precisely the writer’s way of indicating that the adverb modifies the whole predication.

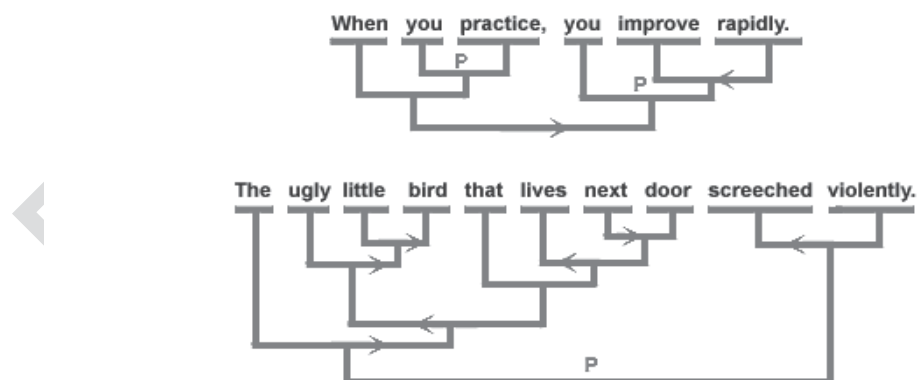
Similarly, notice how the comma in the fourth example actually separates the modifier *dancing* from *hippos*, the head of its construction. The comma here is a way of indicating that *dancing* modifies not just the head *hippos*, but instead the whole construction *Disney's manic hippos*. If the writer had intended for *dancing* to modify only *hippos*, the writer would have written *Disney's manic dancing hippos*.

MODIFYING PHRASES



These examples illustrate how “prepositional phrases” (*by the people*, *into the back yard*, *down Main*, *for that*) work syntactically like adjectives or adverbs. Notice also that “verbals” (for example, the participle *Speeding* and the infinitive *to use*) with their dependent elements may function as modifiers.

MODIFYING CLAUSES



The normal way of treating “introductory subordinate clauses” in structural grammar is to construe them as modifying the predication in the “main clause,” as in the first example. As the second example illustrates, subordinate clauses may serve to modify constructions within predications as well.

<http://eweb.furman.edu/~wrogers/syntax/mod.htm>

Task 11 LET'S REVISIT THE PAST

From the selected paragraphs in the text, identify the sentences that contain structures of modifications by rewriting them. Identify the head, if it is a noun, verb, or an adjective. Then draw arrows from the modifiers to the word they modify.

1. The man walked down the trail on a cold, gray day. Pure white snow and ice covered the Earth for as far as he could see. This was his first winter in Alaska. He was wearing heavy clothes and fur boots. But he still felt cold and uncomfortable.
2. A dog walked behind the man. It was a big gray animal, half dog and half wolf. The dog did not like the extreme cold. It knew the weather was too cold to travel.
3. The man continued to walk down the trail. He came to a frozen stream called Indian Creek. He began to walk on the snow-covered ice. It was a trail that would lead him straight to Henderson Creek and his friends.
4. He hit his hand against his leg several times until he felt a sharp pain. Then he quickly put his glove on his hand. He made a fire, beginning with small pieces of wood and adding larger ones. He sat on a snow-covered log and ate his lunch. He enjoyed the warm fire for a few minutes. Then he stood up and started walking on the frozen stream again.
5. He walked over to some small trees. They were covered with snow. In their branches were pieces of dry grass and wood left by flood waters earlier in the year. He put several large pieces of wood on the snow, under one of the trees. On top of the wood, he put some grass and dry branches. He pulled off his gloves, took out his matches, and lighted the fire. He fed the young flame with more wood. As the fire grew stronger, he gave it larger pieces of wood.
6. He worked slowly and carefully. At sixty degrees below zero, a man with wet feet must not fail in his first attempt to build a fire. While he was walking, his blood had kept all parts of his body warm. Now that he had stopped, cold was forcing his blood to withdraw deeper into his body. His wet feet had frozen. He could not feel his fingers. His nose was frozen, too. The skin all over his body felt cold.
7. Now, however, his fire was beginning to burn more strongly. He was safe. He sat under the tree and thought of the old men in Fairbanks. The old men had told him that no man should travel alone in the Yukon when the temperature is sixty degrees below zero. Yet here he was. He had had an accident. He was alone. And he had saved himself. He had built a fire.
8. Those old men were weak, he thought. A real man could travel alone. If a man stayed calm, he would be all right. The man's boots were covered with ice. The strings on his boots were as hard as steel. He would have to cut them with his knife.
9. He leaned back against the tree to take out his knife. Suddenly, without warning, a heavy mass of snow dropped down. His movement had shaken the young tree only a tiny bit. But it was enough to cause the branches of the tree to drop their heavy load. The man was shocked. He sat and looked at the place where the fire had been.

10. The man collected more wood. He reached into his pocket for the matches. But his fingers were frozen. He could not hold them. He began to hit his hands with all his force against his legs.

MY FINAL TASK

Task 12 LET'S HAVE A TOAST FOR MOTHER EARTH

What is a **toast**?

You may watch the video clip below to know what a toast is:



http://www.youtube.com/watch?v=QRxcc_7didA

Let's start with the difference between toasts and speeches. In practical terms, a toast includes two elements.

First, you make a **short** statement to present your good wishes (possibly in joke format) to someone. Second, people present then **drink** to express their support for whatever you have said.

For example, these are toasts:

"Good health"
"The Bride and Groom"
"Happy birthday"

You could hardly call these few words "speeches" right?

A speech will last longer — but could be less than a minute long. Also, drinking is not necessarily part of the whole thing.

So, let's say that you have been asked to make a toast at someone's debut party. You need to be quite clear as to whether you need to give a speech or make a toast.

- Remember: Toasts are short. Don't waffle on, but a few well-directed words before the actual toast are fine.

If your job is to make a speech ending with a toast, then you could call it a toast speech.

<http://www.public-speaking-advice.com/toast-speech.html>

See the examples of wedding toasts below and try to make your own.

*“Grow old with me!
The best is yet to be,
The last of life,
For which, the first is made.”*
-- Robert Browning

~~~~~

*“But here’s the joy: my friend and I are one...  
Then she loves but me alone!”*  
-- William Shakespeare

*“To every lovely lady bright,  
I wish a gallant faithful knight;  
To every faithful lover, too,  
I wish a trusting lady true.”*  
-- Sir Walter Scott

~~~~~

*“Tis better to have loved and lost
than to never have loved at all”*
-- Alfred, Lord Tennyson

In relation to our topic this quarter, let us personify nature and make a toast for her, thanking her for everything she has given us and has been giving us until now. Remember to use *structures of modification* to effectively bring out a variety of ideas.

http://www.keepandshare.com/htm/wedding_planning/wedding_toasts/best_free_wedding_toasts.php

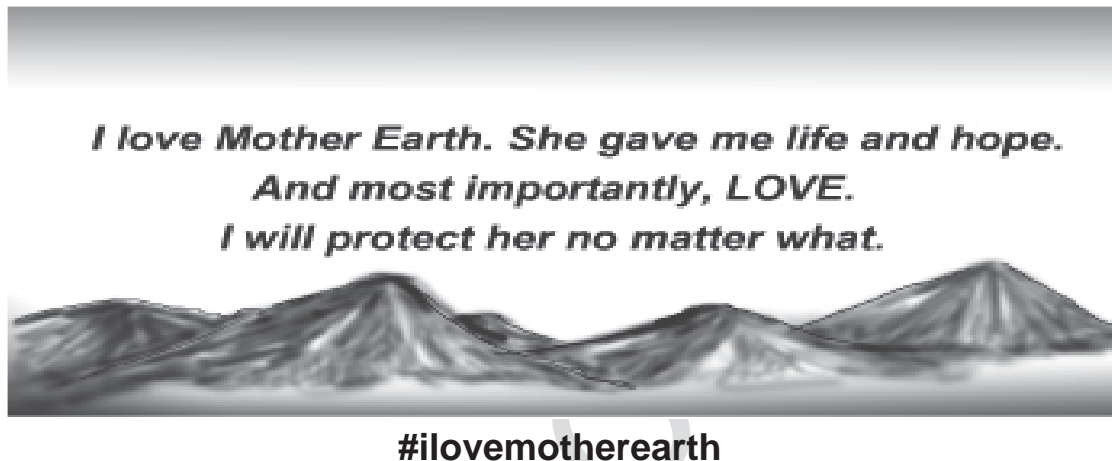
See this example:

*With love and compassion,
To the most beautiful and ever-loving woman.
Who caringly supports our needs,
Let’s make a toast for our very own Mother Earth!*

MY TREASURE

Task 13: AND I'M TWEETING ALL MY LOVE FOR YOU!

In response to the prevailing social conditions, particularly the state of nature, tweet expressing your sentiments using the hashtag #ilovemotherearth. Write it on a ¼ cartolina, decorate it, and post it in your classroom.



Take note of the following criteria:

CRITERIA:

Content/Meaning	40%
Presentation	20%
Relevance	20%
Creativity	20%
	100%

Module 3

LESSON 5

Harnessing Nature's Potentials

YOUR JOURNEY

Nature is God's gift to mankind. It is bountiful and always ready to provide everything that people need. However, in your previous lessons, you learned that although it is bountiful, it has its limitations. Thus, it is imperative that people know the basic information on how to tap nature's resources for their maximum use.

This week's lessons will equip and help you with the knowledge and skills in utilizing and maximizing nature in your daily life. Your active participation in the activities designed for you ensures a fruitful outcome that you yourself will eventually enjoy and cherish.

YOUR OBJECTIVES

In this lesson, you are expected to:

- express appreciation for songs, poems, and plays listened to
- evaluate the information contained in the material viewed in terms of accuracy and effectiveness
- express the personal significance of the selection to the reader
- give expanded definitions of words
- use structures of modification
- evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature
- deliver a speech of dedication
- compose a guided critique of a chosen speech

Remember that at the end of the lesson you are expected to submit a guided critique of a chosen speech.



YOUR INITIAL TASKS

As a Grade 10 student, you are expected to be equipped with knowledge and skills essential for the utilization of natural resources for the good of mankind. To realize this, let's begin with the following:

Task 1 WORKER'S CLAIM "We can, we have, we will"

Your teacher will assign a name to your group. Using your group's name, complete the following phrases in accordance with the theme "Harnessing Nature's Potentials." The group's name can be one of the following: Skill Builders, Dream Weavers, Needs Assessors, and Palm Readers.

We are the Skill Builders ...

We have _____

We can _____

We will _____

We are the Dream Weavers ...

We have _____

We can _____

We will _____

We are the Needs Assessors...

We have _____

We can _____

We will _____

We are the Palm Readers...

We have _____

We can _____

We will _____

The sharing that you had helped considerably in lifting up your enthusiasm. As you work on the activities, you will be more excited to know that more explorations await you. So continue with the lesson and participate actively in the remaining tasks.

Task 2 NATURE TALKS

- Listen very carefully as your teacher plays the music video entitled “Mother Nature’s Son” for the first time.
- After listening, form groups of five.
- Assign a name to your group based on the terms: stream, grass, music, sun, and mountain.
- After giving a name to your group, your teacher will play the music again, but this time, you have to be alert in listening as the music stops at a particular noun mentioned, (e.g., stream, the entire group should shout and act out what people must do with it. The stream group may shout and act out the phrase: “drink from me.”)
- The process will be repeated until all groups have performed.
- Your teacher will then announce which group won the game.
- The group that accumulated the most number of mistakes or failures in responding will be asked to illustrate the name of the winning group on a piece of cartolina. This illustration will be posted before the whole class to inspire everyone to work better.

- All other non-winning groups will sing the chorus of the song “Mother Nature’s Son” in accordance with their groupings.
- In response to what the other group did, a representative of each winning group will recite a simple speech of thanks and appreciation.

Task 3 WATCH THE MIRACLE

From the five terms: stream, grass, music, sun, and mountain, identify which one can heal people’s illnesses. Then, formulate five questions pertaining to them. After preparing the questions, set them aside first and watch the video which your teacher will play. As you watch, take note of the questions being raised by the speaker as well as the answers (if any) to the questions. Do the following after watching:

1. Compare the questions you have prepared with the ones raised in the video.
2. State how your expected questions differ from the ones raised in the video. In what way are they different? Reconcile these differences.
3. If questions in the video are answered, do you agree with the answers? Why?
4. Which healing power do you think is effective, the ones which our ancestors believed in or the ones presented in the video? Explain your answer.
5. Fill in the table with your final assessment of nature’s healing power based on the video.

Item/s with Healing Power	Ancestors’ Belief	Proof	As Presented in Video	Proof	My Own Belief (after assessing the data)

YOUR TEXT

Before reading, study how words are defined and expanded. Then, define the words which will be assigned to you by your teacher. Be guided by the format in Task 4.

Task 4 THE WORLD OF WORD EXPANSION

Study the rules in expanding a definition of words, and then do the tasks that follow:

Expanding a Word into a Sentence

Word/s + class + characteristics (differentiates)

Example: Sense of humor is the ability to laugh and make others laugh.
term class distinguishing characteristics

Words taken from the text to be read:

agony	longingly	storm-clouds	obliged	manfully
enormous	delightedly	stretches	soar	thunderous
forbidden	summon	distress	fashioning	sacred

- Give the synonyms of the words listed above.
- Choose five words among the word pool above and then define and expand them into sentences.

After the previous activities, you are now prepared to read the following text. As you read, find out how mankind plays tricks on nature and relate the incidents in the story with today's occurrences.

Source: Gorgon E.R. et al. (2012)

English Expressways IV

Quezon City: Book Media Press, Inc./Printwell Inc.



The Voice of the Mountain

by Stephen Crane

The old man Popocatepetl was seated on a high rock with his white mantle about his shoulders. He looked at the sky, he looked at the sea, he looked at the land — nowhere could he see any food. And he was very hungry, too.

Who can understand the agony of a creature whose stomach is as large as a thousand churches, when this same stomach is as empty as a broken water jar?

He looked longingly at some island in the sea. "Ah, those flat cakes! If I had them." He stared at storm-clouds in the sky. "Ah, what a drink is there." But the King of Everything, you know, had forbidden the old man Popocatepetl to move at all, because he feared that every footprint would make a great hole in the land. So the old fellow was obliged to sit still and wait for his food to come within reach. Anyone who has tried this plan knows what intervals lie between meals.

Once his friend, the little eagle, flew near, and Popocatepetl called to him. "Ho, tiny bird, come and consider with me as to how I shall be fed."

The little eagle came and spread his legs apart and considered manfully, but he could do nothing with the situation. "You see," he said, "this is no ordinary hunger which one goat will suffice —"

Popocatepetl groaned an assent.

"— but it is an enormous affair," continued the little eagle, "which requires something like a dozen stars. I don't see what can be done unless we get that little creature of the earth — that little animal with two arms, two legs, one head, and a very brave air, to invent something. He is said to be very wise."

"Who claims it for him?" asked Popocatepetl.

"He claims it for himself," responded the eagle.

"Well, summon him. Let us see. He is doubtless a kind little animal, and when he sees my distress he will invent something."

"Good!" The eagle flew until he discovered one of these small creatures. "Oh, tiny animal, the great chief Popocatepetl summons you!"

"Does he, indeed!"

"Popocatepetl, the great chief," said the eagle again, thinking that the little animal had not heard rightly.

"Well, and why does he summon me?"

"Because he is in distress, and he needs your assistance."

The little animal reflected for a time, and then said, "I will go."

When Popocatepetl perceived the little animal and the eagle, he stretched forth his great, solemn arms. "Oh, blessed little animal with two arms, two legs, a head, and a very brave air, help me in my agony. Behold I, Popocatepetl, who saw the King of Everything fashioning the stars, I, who knew the sun in his childhood, I, Popocatepetl, appeal to you, little animal. I am hungry."

After a while the little animal asked: "How much will you pay?"

"Pay?" said Popocatepetl.

"Pay?" said the eagle.

“Assuredly,” quoth the little animal, “pay!”

“But,” demanded Popocatepetl, “were you never hungry? I tell you I am hungry, and is your first word then ‘pay’?”

The little animal turned coldly away. “Oh, Popocatepetl, how much wisdom has flown past you since you saw the King of Everything fashioning the stars and since you knew the sun in his childhood? I said pay, and, moreover, your distress measures my price. It is our law. Yet it is true that we did not see the King of Everything fashioning the stars. Nor did we know the sun in his childhood.”

Then did Popocatepetl roar and shake in his rage. “Oh, louse — louse — louse! Let us bargain then! How much for your blood?” Over the little animal hung death.

But he instantly bowed himself and prayed: “Popocatepetl, the great, you who saw the King of Everything fashioning the stars, and who knew the sun in his childhood, forgive this poor little animal. Your sacred hunger shall be my care. I am your servant.”

“It is well,” said Popocatepetl at once, for his spirit was ever kindly. “And now, what will you do?”

The little animal put his hand upon his chin and reflected. “Well, it seems you are hungry, and the King of Everything has forbidden you to go for food in fear that your monstrous feet will riddle the earth with holes. What you need is a pair of wings.”

“A pair of wings!” cried Popocatepetl delightedly.

“A pair of wings!” screamed the eagle in joy.

“How very simple, after all.”

“And yet how wise!”

“But,” said Popocatepetl, after the first outburst, “who can make me these wings?”

The little animal replied: “I and my kind are great, because at times we can make one mind control a hundred thousand bodies. This is the secret of our performance. It will be nothing for us to make wings for even you, great Popocatepetl. I and my kind will come” — continued the crafty, little animal — “we will come and dwell on this beautiful plain that stretches from the sea to the sea, and we will make wings for you.”

Popocatepetl wished to embrace the little animal. “Oh, glorious! Oh, best of little brutes! Run! Run! Run! Summon your kind, dwell in the plain and make me wings. Ah, when once Popocatepetl can soar on his wings from star to star, then, indeed —”

Poor old stupid Popocatepetl! The little animal summoned his kind, they dwelt on the plains, they made this and they made that, but they made no wings for Popocatepetl.

And sometimes when the thunderous voice of the old peak rolls and rolls, if you know that tongue, you can hear him say: "Oh, Traitor! Traitor! Traitor! Where are my wings? My wings, traitor! I am hungry! Where are my wings?"

But the little animal merely places his finger beside his nose and winks.

"Your wings, indeed, fool! Sit still and howl for them! Old idiot!"

Source: <http://www.readbookonline.net/readOnLine/55441/>

Task 5 MINDING THE TEXT

In dyads, answer the following questions pertaining to the selection "The Voice of the Mountain."

1. Who are the following characters?
 - a. Popocatepetl
 - b. Little animal with two arms, two legs, a head, and a very brave air
2. What does each word represent in our modern time?
 - a. white mantle
 - b. flat cakes
 - c. Popocatepetl's hunger
 - d. Popocatepetl's rage
 - e. the little animals dwelling
 - f. Popocatepetl's howling
3. How do the little creatures/animals respond to Popocatepetl's request for food?
4. What does the little animal promise to Popocatepetl? Does he keep his promise?
5. Why do you think the little animal made a promise?
6. How does Popocatepetl react with to the little animal's broken promise? How did he express his anger?
7. How can you relate the story to your everyday experience? Give specific situation, mentioned in the story which you can relate to your life as an individual, as a member of your family, and society as a whole?
8. What event/entity in the story do you find most significant? Why?

Task 6 VISUALIZING THE TEXT'S BIG IDEAS

As a group, brainstorm on the scenarios taken from the selection. Then, on a ½ illustration board, draw the scenario or an equivalent symbolism. Work on the specific task which will be assigned to you by your teacher. Be ready to present your output in class. Good output will be posted on the wall and will be included in the English exhibit.

Group 1 — The old man Popocatepetl was seated on a high rock with his white mantle about his shoulders. He looked at the sky, he looked at the sea, he looked at the land — nowhere could he see any food. And he was very hungry, too.

Group 2 — Once Popocatepetl's friend, the little eagle, flew near, and he called to him.

Group 3 — Popocatepetl perceived the little animal with two arms, two legs, a head, and a very brave air, and the eagle stretched forth his great arms and told the former to feed him.

Group 4 — The little animal with two arms, two legs, a head, and a very brave air summoned his kind, they dwelt on the plains, they made this and they made that, but they made no wings for Popocatepetl.

Group 5 — The thunderous voice of the old peak Popocatepetl rolls and rolls, if you know that tongue, you can hear him say: "Oh, traitor! Traitor! Traitor! Where are my wings? My wings, traitor! I am hungry! Where are my wings?"

Task 7 MODIFYING AN ART WORK

Choose one finished output in Task 6, then explain each element found in it by using descriptive words. Consider the inputs you gathered from your lessons.

The structures of modification of words which you learned from your previous lessons are not the only kind among its variety. There are still some which you have to discover and study in order to be more proficient in the language. Consider the following pointers:

Structures of Modification (Adjective and Adverb)

Adjective as Head

Adjectives that habitually modify a noun or verb also become the head of the structure of modification.

a. Qualifier as Adjective Modifier

A word that modifies an adjective is called a qualifier. Words like *very*, *rather*, *enough*, etc. are qualifiers.

Example: She is *very pretty*.

The sound was *loud enough*.

b. Adverb as Adjective Modifier

An adverb that modifies an adjective ends in {-ly}

Example: The widely famous (singer)

If an adjective comes after the linking verb, the adverb no longer modifies the adjective. The adjective functions as the modifier of the structure of complementation.

Example: The house seems clean *everywhere*.

Her voice always sounds perfect.

c. Noun as Adjective Modifier

In some special expressions, noun can modify adjective.

Example: stone cold (coffee) sea green (cloth)

d. Verb as Adjective Modifier

An adjective can be modified by a verb in present participle form (-ing) that usually precedes the adjective, or by to-infinitive that follows the adjective.

Example: freezing cold hard to say
 boiling hot good to see

e. Adjective as Adjective Modifier

In special expressions, an adjective can modify another adjective.

Example: icy cold dark blue deathly pale

f. Prepositional Phrases as Adjective Modifier

Prepositional phrases that function as adjective modifiers usually follow the adjective.

Example: easy on the eyes good for nothing stronger than ever

Adverb as Head

There are four class words that can modify the adverb.

a. Qualifiers as Adverb Modifier

Example: very easily rather slowly happily enough

b. Adverbs as Adverb Modifier

Example: far away sometimes below

c. Noun as Adverb Modifier

Example: a meter away some way up

d. Prepositional Phrases as Adverb Modifier

Example: away for a week behind in his work outside in the cold

Task 8 DIGGING THE WORDS OF MODIFICATION

- a. Explain the function of each word as used in the text you have just read. Use the table below in presenting the word structure. You can also design your own template in discussing them.

Words/Phrases	Head (adjective / adverb)	Function	Explanation
large as a thousand churches	adjective	Adjective modifier	A thousand churches are described by the word large, which is also an adjective.
empty as a broken water jar			
longingly			
storm-clouds			
within reach			
requires something like a dozen stars			
manfully			
rightly			
ever kindly			
delightedly			
very simple			
stretches from the sea to the sea			
soar on his wings from star to star			
old peak			

- b. Choose your partner, and then create a dialogue using the words/phrases found in the table above.

YOUR DISCOVERY TASKS

Task 9 CHARACTER IMPERSONATION

Choose a representative from your group who will imitate the following characters from "The Voice of the Mountain." Refer to the task given to each group. Make your own dialogue but make sure it is related to the traits and role of the characters mentioned in the selection.

Group 1- Popocatepetl

Group 2 - Eagle

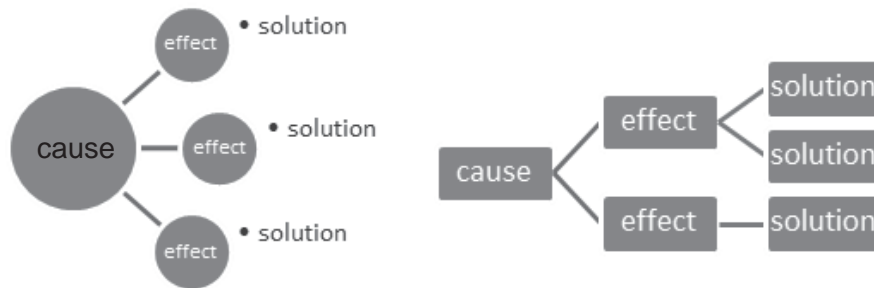
Group 3 - Little animal (human)

Group 4 - King of everything

Group 5 - Dwellers

Task 10 WHAT'S THE TEXT'S WORTH

The selection shows the conflict between the mountain and the wise little creatures. What do you think is the effect of this conflict on the relationship of nature and mankind in general? Make a brief but comprehensive slide presentation showing the causes, effects, and solutions of this conflict. Emphasize the things which for you are the most important. Rate the significance of the text in terms of its ability to tap your values regarding the role of nature in the life of mankind and your responsibility as a steward of nature. You may use the graphic organizers below in conceptualizing your presentation.



Significance of the text to me in terms of:

Values	Scale				
	poor	fair	good	very good	excellent
awakening awareness					
enhancement of my concern					
assessing my potentials					

(Note: You may add to the list of values being developed after reading the text.)

How would you react to something extraordinary? Read the selection that follows and discover how its conflict is parallel to human's disposition toward nature.

A GRAIN AS BIG AS A HEN'S EGG

Leo Tolstoy

One day some children found, in a ravine, a thing shaped like a grain of corn, with a groove down the middle, but as large as a hen's egg. A traveler passing by saw the thing, bought it from the children for a penny, and taking it to town sold it to the King as a curiosity.

The King called together his wise men, and told them to find out what the thing was. The wise men pondered and pondered and could not make head or tail of it, till one day, when the thing was lying on a window-sill, a hen flew in and pecked at it till she made a hole in it, and then everyone saw that it was a grain of corn. The wise men went to the King and said:

"It is a grain of corn."

At this the King was much surprised; he ordered the learned men to find out when and where such corn had grown. The learned men pondered again, and searched in their books, but could find nothing about it. So they returned to the King and said:

"We can give you no answer. There is nothing about it in our books. You will have to ask the peasants; perhaps some of them may have heard from their fathers when and where grain grew to such a size."

So the King gave orders that some very old peasant should be brought before him; and his servants found such a man and brought him to the King. Old and bent, ashy pale, and toothless, he just managed with the help of two crutches to totter into the King's presence.

The King showed him the grain, but the old man could hardly see it; he took it, however, and felt it with his hands. The King questioned him, saying:

"Can you tell us, old man, where such grain as this grew? Have you ever bought such corn, or sown such in your fields?"

The old man was so deaf that he could hardly hear what the King said, and only understood with great difficulty.

"No!" he answered at last, "I never sowed nor reaped any like it in my fields, nor did I ever buy any such. When we bought corn, the grains were always as small as they are now. But you might ask my father. He may have heard where such grain grew."

So the King sent for the old man's father, and he was found and brought before the King. He came walking with one crutch. The King showed him the grain, and the old peasant, who was still able to see, took a good look at it. And the King asked him:

"Can you not tell us, old man, where corn like this used to grow? Have you ever bought any like it, or sown any in your fields?"

Though the old man was rather hard of hearing, he still heard better than his son had done.

"No," he said, "I never sowed nor reaped any grain like this in my field. As to buying, I never bought any, for in my time money was not yet in use. Every one grew his own corn, and when there was any need we shared with one another. I do not know where corn like this grew. Ours was larger and yielded more flour than present-day grain, but I never saw any like this. I have, however, heard my father say that in his time the grain grew larger and yielded more flour than ours. You had better ask him."

So the King sent for this old man's father, and they found him too, and brought him before the King. He entered walking easily and without crutches: his eye was clear, his hearing good, and he spoke distinctly.

The King showed him the grain, and the old grandfather looked at it, and turned it about in his hand.

"It is long since I saw such a fine grain," said he, and he bit a piece off and tasted it.

"It's the very same kind," he added.

"Tell me, grandfather," said the King, "when and where was such corn grown? Have you ever bought any like it, or sown any in your fields?"

And the old man replied:

"Corn like this used to grow everywhere in my time. I lived on corn like this in my young days, and fed others on it. It was grain like this that we used to sow and reap and thresh."

And the King asked:

"Tell me, grandfather, did you buy it anywhere, or did you grow it all yourself?"

The old man smiled.

"In my time," he answered, "no one ever thought of such a sin as buying or selling bread; and we knew nothing of money. Each man had corn enough of his own."

"Then tell me, grandfather," asked the King, "where was your field, where did you grow corn like this?"

And the grandfather answered:

"My field was God's earth. Wherever I ploughed, there was my field. Land was free. It was a thing no man called his own. Labour was the only thing men called their own."

"Answer me two more questions," said the King. "The first is, Why did the earth bear such grain then and has ceased to do so now? And the second is, Why does your grandson walk with two crutches, your son with one, and you yourself with none? Your eyes are bright, your teeth sound, and your speech clear and pleasant to the ear. How have these things come about?"

And the old man answered:

“These things are so, because men have ceased to live by their own labour, and have taken to depending on the labour of others. In the old time, men lived according to God’s law. They had what was their own, and coveted not what others had produced.”

1886. http://www.ccel.org/ccel/tolstoy/23_tales.txt

Task 11 WHAT’S THE GIST?

Using the text which you have just read, assess the relationship between humans and nature and how they respond to each other’s action or disposition. Consider the guide questions below:

1. How did mankind show interest in maximizing the usefulness of nature? Cite lines from the text to support your answer.
2. How does God show His appreciation for the responsible stewardship of humans over nature? What represents God’s acknowledgment at human’s responsible stewardship as mentioned in the story?
3. What happened to humans as a result of their shortcomings? How did the selection establish the cause and effect relationship?
4. What nature and human conflict is depicted in the text? Relate it to your personal experiences.
5. Suggest ways on how humans can possibly resolve this conflict based on the statements of the grandfather.
6. From your point of view as a student and citizen of this country, suggest how people should utilize natural resources considering the concept of sustainability.

Task 12 UTILIZING AND SUSTAINING NATURE

Everyone is responsible for the proper utilization of natural resources thus, one must be aware of the effects of one’s actions.

Find out whether you are doing what is best for humankind and nature; check your plan against those of the authorities’ by researching on the government’s projects and programs. Consider the guidelines below:

1. Surf the internet and search for government projects and programs.
2. Determine the specific government projects and programs on recovery, optimization of natural resources, and sustainable development.
3. Assess whether your own community observes the same recovery measures, utilizes the methods in maximizing the potential of nature, and implements projects and programs for sustainable development.
4. Find out how a student like you can help and contribute in the implementation of these projects and programs.
5. Sum up your findings using tables on the next page.

National Government's Programs / Projects			
Recovery	Utilization	Sustainability	Status

Local Government's Programs / Projects			
Recovery	Utilization	Sustainability	Status

Self - Initiated Programs / Projects			
Recovery	Utilization	Sustainability	Status

Task 13 A CREATIVE TESTIMONY

In groups, discuss what you have found out in your research about how nature is utilized and sustained. Then, present it through a talk show. To remind you of what a talk show is, take note of the definition given. A talk show is a radio or television program in which usually well-known people talk about interesting topic or are interviewed by the host/s or audience about topics of interest to the audience or listeners.

Task 14 EXCAVATING THE TEXT

To assess the relevance of the text and the activities presented, write your comments regarding the following:

The purpose of the author:

The tone and mood of the selection:

The theme:

The language used:

The lesson conveyed:

Readability or appeal of the text to the reader:

Relevance of the text to the activities:

Note: You may add items which are not mentioned to make your text exploration more comprehensive.

What is a Speech of Dedication?

Buildings, monuments, and parks may be constructed or dedicated to a worthy cause, or to commemorate a person, group, significant movement, historic event, and the like. At such dedications, the speaker says something appropriate about the purpose to be served by whatever is being dedicated and about the person/s, event, or occasion, being commemorated.

Source: Gronbeck, et al. (n.d.)

Principles and Types of Speech Communication (11th edition)

London: Scott Foresman

How to Write a Speech of Dedication

It is a great honor to deliver a speech of dedication, although it is quite challenging and daunting especially if you feel unarmed with knowledge and skills in doing so. A dedication is an important moment for a school, and the speech should inspire the students and faculty to make their school's educational experience in the years to come the very best it can be. The speech should come from your heart and communicate how you feel about the value of learning.

Read more: http://www.ehow.com/how_8241667_write-school-dedication-speech.html#ixzz2vCuw5eTH

Instructions:

1. Write your introduction with a thank you to the students and faculty for the opportunity to present at the school dedication. Draft the speech in the exact words you are going to say to make the memorization easier. Mention how special an occasion it is. Write an anecdote or use an inspirational quote that you can relate to the ambitions of the students and faculty of the school. Draw from an experienced academician or politician.
2. Organize the material you want to use in your speech into main points. Keep the number of your points between three and seven. Your points might include topics such as "Why education is important," "The value of harnessing nature's potential," "Why you should never stop dreaming."
3. Include a story that is relevant to the points in your speech. Don't hesitate to make a joke or use inspirational, poetic language.
4. Link your introduction, key points and conclusion with smooth transitions. Take out the points that are not crucial to the speech. Stay on target to keep the audience engaged.
5. Write a conclusion to wrap up your points and your speech's theme. Write the concluding lines with the intention of leaving the students and faculty with a lasting and empowered impression.

Source: http://www.ehow.com/how_8241667_write-school-dedication-speech.html

Task 15 A WRITE-UP TO REMEMBER

Government officials work hard for the nation. They implement programs and projects so that the nature's potentials will be maximized and sustained. To show your sincerity in advocating for their effective implementation, write a speech of dedication. Take note of the guidelines in composing this type of speech. Please read and study the instructions indicated above.

Sample Speech of Dedication

27 February 2014

Honourable Speaker,
Honourable Deputy Minister,
Honourable Members
Distinguished Guests,
Ladies and Gentleman,

The Department of Environmental Affairs has embarked on a law reform process which seeks to make certain amendments and improvements to the National Waste Management Act in order to improve and enhance implementation as well as to streamline some regulatory approaches for acceleration of economic growth by promoting a waste recycling economy. On 4 May 2012 South Africa finalized the Waste Management Strategy, which is now under implementation. The Strategy is based on principles that promote dealing with the waste hierarchy namely reduce, reuse, recycle and recover.

Having reconsidered this Strategy and the current policy and regulatory framework, we acknowledge that these do not actively promote the waste management hierarchy adequately. They have limited the economic potential of the waste management sector, which has an estimated turnover of approximately R50 billion per annum. Both waste collection and the recycling industry currently make meaningful contributions to job creation and the GDP which can be accelerated and scaled up.

The main drivers of waste generation are essentially expanding economies, increased goods production and increasing populations. This illustrates the message that resonated in this House that indeed South Africa's economy has been growing since 1994. Indeed, a good story to tell.

Despite South Africa's positive economic trajectory, unemployment remains rife amongst skilled and unskilled people. Given the nature of the waste sector, there are significant potential opportunities that need to be unlocked and unblocked in order for this sector to effectively contribute to job creation.

Increasing quantities of waste, poor waste management and lack of access to waste services lead to pollution and associated health impacts and environmental degradation. This is coupled to the fact that levels of recycling and re-use are relatively low and waste is not necessarily seen or considered as a resource with socio-economic potential.

To address challenges in this area flowing from the adoption of the Waste Management Strategy, the National Development Plan identified the implementation of the waste management hierarchy of reduce, reuse, and recycle as a means to exploit job creation and economic production from this sector. This requires product stewardship, producer responsibility and the rapid expansion of recycling infrastructure as well as an enabling legislative framework and institutional capacity to implement it.

So, this Bill paves way for fuller implementation of the NDP.

Chairperson, you will know that some of our people who depend on the informal economy have been living off waste dumps in order to sustain a livelihood.

They are commonly known as waste pickers. For some of them, this is all they know and have practiced as kids and are still picking waste as adults and probably will pass this practice onto their kids as well. This problem is perpetuated amongst the thousands of waste pickers who do this with their families every day across the country.

Ladies and gentlemen, after 20 years of democracy the time has come for a transformation of the waste sector to offer our people a more dignified living by drawing them into the mainstream economy and formalizing the waste recycling economy as a viable and decent way to accelerate job creation in this sector for tens of thousands of people across South Africa.

Chairperson, against this backdrop I would like to state that the waste sector provides us with an expedient opportunity to harness the full potential of the waste hierarchy.

In this context, Chairperson, we have in this Bill, agreed on amendments of the National Environment Waste Management Act which include rationalizing certain definitions and concepts, providing regulatory clarity and certainty as well as creating an innovative Institutional Mechanism to supplement capacity in the waste sector such as: recycling economy, legal and policy framework, and economic instruments and institutional capacity. This initiative from the government clearly demonstrates the readiness and capability of the state to embrace new approaches and mechanisms to improve efficiency and effectiveness while harnessing the full potential of the waste sector in South Africa. My beloved countrymen, this effort is truly dedicated to all of you being the core beneficiary of governmental programs and projects.

I thank you!

Source: <http://www.anc.org.za/caucus/show.php?ID=3289#sthash.duh6xg9f.dpuf>

(Excerpt from the Speech of Minister BEE Molewa, Minister of Water and Environmental Affairs National Environmental Management Waste Amendment Bill 2014- slightly modified)

After having delivered your speech of dedication, you are now ready to move on to the next level by critiquing one's speech.

YOUR FINAL TASK

Task 16 GUIDED CRITIQUING OF A SPEECH DELIVERY

From among your classmates, choose one whose speech you want to critique; and then watch him/her deliver a speech of dedication in relation to the maximization of nature's potentials. Use the checklist provided in evaluating the speech. After critiquing, present your observations in class for discussion.

Note: Nature does not only pertain to animals, land, water, trees, air, etc. It also encompasses the natural tendencies of humans as a whole such as characteristics, potentials, behavior, socio-cultural, political, and spiritual relationship among themselves and other living things.

Elements	Criteria	Scale				Remarks
		Poor	Good	Very Good	Excellent	
Content	Relevance					
	Practical Application					
	Timeliness					
	Values Integration					
Organization	Order of Ideas					
Delivery	Stress					
	Enunciation					
	Phrasing					
Voice	Command					
	Modulation					
	Volume					
	Quality					

MY TREASURE

Having successfully accomplished your tasks for the entire week, you now have all the reasons to celebrate. Hence, you must have something to remember. For this, complete the following:

The lessons presented for the whole week were (add descriptive words)

The insights I gained are

They made me

Module 3

LESSON 6

Being One with Nature

YOUR JOURNEY

Humanity and nature are somehow united. It is believed that there is a powerful being that connects humankind to the mysterious spirituality of nature. This is probably the reason why people from all walks of life are easily captivated or enchanted every time they go to different places. Thus, whenever they find one that will satisfy their aesthetic need, the tendency is to return to that beautiful spot to look for more adventures.

This week's learning encounter will amaze and excite you as the texts, tasks, and activities are designed to help you bond with nature.

YOUR OBJECTIVES

In this lesson that will make you one with nature, you are expected to:

- describe the emotional appeal of a listening text and react intelligently and creatively to it
- disclose the personal significance of a material viewed
- identify textual details that affirm or refute a claim and examine biases
- give expanded definitions of words
- use structures of modification
- draw similarities and differences and evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals/ groups and nature
- compose an independent critique of a chosen speech
- deliver an informative and persuasive speech effectively in a symposium.



Be reminded that at the end of the lesson, you are expected to present an informative and persuasive speech in a symposium.

YOUR INITIAL TASKS

Task 1 SHOW ME THE WAY

Write in color-coded meta cards your point of view about this week's undertakings, the skills that you have to develop, and your desires as a student. On a separate sheet of paper, give possible ways on how to achieve your desire as a student. Then post them in the designated area in the classroom. Choose your representative to discuss your output.

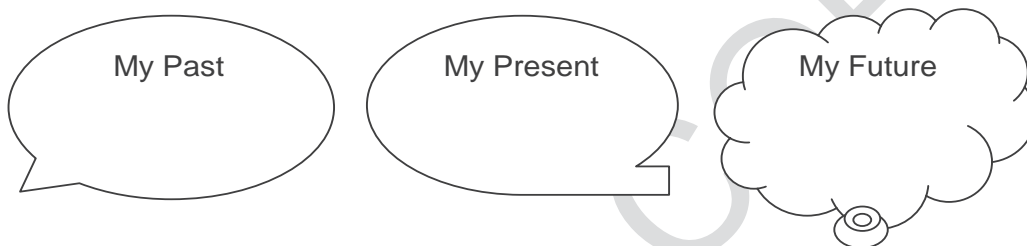
Point of View	Skills to Develop	Desire as a Student
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Task 2 WHAT'S APPEALING

Listen as your teacher plays the song "There You'll Be" by Faith Hill. Take note of the lyrics and answer the following questions.

What did you feel after hearing the song? What made you feel that way?

Write your ideas about an exciting and memorable experience which you can relate to the song. Use the thought balloons below.



On a piece of bond paper, draw a symbol of your inspiration. Explain your output in three sentences. Write them below your drawing.

Task 3 THE ESSENTIAL CONNECTION

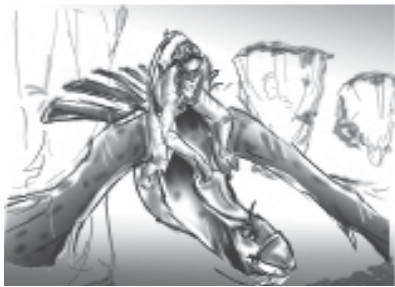
The pictures below depict a close connection among the individuals and nature. Study them and discuss their personal significance to you as a student, as a son/daughter, and as a good citizen of this country. You may also watch the video clips of "A Passion in the Desert" and "Avatar" for you to understand better the connection of the characters with nature. Download them at <http://www.youtube.com/watch?v=tHaalFix3b4> and <http://www.youtube.com/watch?v=0CYdtXmjpRU>



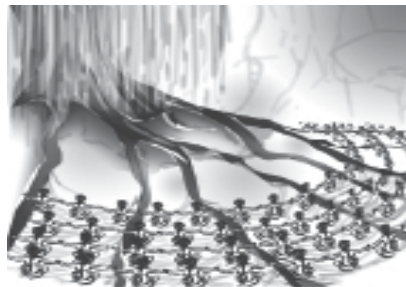
A



B



C



D

YOUR TEXT

Widening one's horizon entails considerable patience and interest in reading and studying. Review the different ways of expanding the definition of words into a paragraph, then answer the task that follows.

There are three ways to expand a definition into a paragraph:

1. Expanding by Giving an Example

Speed is a concept that marks our time. Everybody is in a hurry to go somewhere. Industry is constantly demanding new inventions that will speed up production so that the constant cry of the bosses to the workmen is speed it up! The maker of automobiles boasts of the newest type of a car which is faster than the old model. Shoppers push and shove each other all about the counters. All are in a hurry to get something. People who are going to school, shop, or office rush breathlessly to do important tasks. They gulp their food and swallow it in haste. Restless "hunters of fun" crowd into places of entertainment. Most of these people cannot sit still. At a movie, they tap their feet or fingers in impatience. Yes, speed is the word of the day.

2. Expanding by Comparing and Contrasting

Speed is a concept that marks our day. Sluggishness is out. Speed is demanded by industry which is constantly on the look-out for new inventions. Sluggishness is penalized, especially in industries where compensation depends upon output. Speed is the attractive come-on for short-term courses in cooking, computerizing, sewing, diving, learning a new language, and others. The slower long-term courses are not so appealing. Instant coffee is usually preferred to coffee that needs to be boiled. Yes, speed is the word of the day.

3. Expanding by Describing a Process

The process of speeding up in a vehicle begins with the setting of the gear level to the first gear. This moves the vehicle from a stationary to a slow speed of about less than ten kilometers per hour (kph). Gradually you shift the gear to the next, pressing the accelerator pedal at the same time to attain a speed between 10-30 kph. You pick up more speed by shifting gears to the next higher levels at speed beyond 30 kph. To do this, however along with the shift to third

or fourth gear, ever-increasing pressure must be exerted on the accelerator. The only time you lift your foot from the accelerator is when you shift gears, so that you can step on the clutch pedal simultaneously with the shifting. After releasing the clutch pedal, you immediately step on the accelerator pedal while picking up speed. Maximum speed is attained once you shift to the fourth, or in the case of some vehicles, the fifth gear, at which you travel at speeds of 80 kph or above.

Source: Gorgon, E.R. et al. (2012)
English Expressways IV
Quezon City: Book Media Press, Inc./ Printwell Inc.

Task 4 STRETCHING YOUR WORD POWER

A. Fill in the table with the correct data needed.

Words to Be Defined	Clue Word/Phrase	Possible Meaning
masterpiece		
Bay of Naples		
fierce		
watchdog		
silly		

B. Give a comprehensive definition of the words above by using the different ways of expanding them. Share your output with a partner.

O. Henry, whose real name is William Sydney Porter, is one of the best known American writers. He was best-known for writing stories with surprise endings. In the story "The Last Leaf," a character connects a withering vine with leaves blown out by the coldness of autumn to her chance of enduring a severe illness.

How did the main character overcome her illness? Read and discover the interesting twist in the story.

The Last Leaf

O. Henry



To Greenwich Village, which is a section of New York City, many people came who were interested in art. They liked the bohemian life of the village, and they enjoyed living among so many artists. The buildings and apartments were often very old and dirty, but this only added to the interest of the place.

At the top of an old three-story brick house Sue and Johnsy had their studio. One of them was from the state Maine, the other from California. They had met in the restaurant of an English Street Hotel. Both were artists who had recently come to New York to make their living.

That was in May. In November, a cold, unseen stranger, whom the doctors called pneumonia, visited in the city, touching one here and one there with his icy finger.

He touched Johnsy and she lay, scarcely moving, on her painted iron bed, looking through the small window at the blank wall of the opposite building.

One morning, the busy doctor invited Sue into the hall.

"She has about one chance in ten to live," he said as he shook down the mercury in his clinical thermometer. "And that one chance depends upon her desire to get better. But your little friend has made up her mind that she is going to die. Is she worrying about something?"

"She wanted to paint a picture of the Bay of Naples someday," said Sue.

"No, something more important — a man perhaps?"

"No."

"Well, perhaps it is a result of her fever and her general physical weakness. But when a patient begins to feel sure that she is going to die, then I subtract 50 percent from the power of medicines. If you can succeed in making her interested in something, in asking, for instance, about the latest styles in women's clothes, then I can promise you a one-to-five chance for her instead of one-to-ten."

After the doctor had gone, Sue went into her own room and cried. Later, trying not to show her sadness, she went into Johnsy's room, whistling.

Johnsy lay under the bedclothes, with her face toward the window. Sue stopped whistling, thinking Johnsy was asleep. But soon Sue heard a low sound, several times repeated. Sue went quickly to the bedside.

Johnsy's eyes were wide open. She was looking out of the window, and counting backwards.

"Twelve," she said, and a little later, "eleven," and then, "ten" and "nine" and then "eight" — "seven."

Sue looked out the window. What was Johnsy counting? There was only a gray backyard and the blank wall of the opposite house. An old vine, dead at the roots, climbed halfway up the wall. The cold breath of autumn had blown almost all the leaves from the vine until its branches were almost bare.

"What is it dear?" asked Sue.

"Six," said Johnsy very quietly. "They are falling faster now. Three days ago there were almost a hundred. It makes my head ache to count them. But now it's easy. There goes another one. There are five left now."

"Five what, dear? Tell me!" said Sue.

"Leaves. The leaves of that vine. When the last leaf of that vine falls. I must go, too. I've known that for three days. Didn't the doctor tell you?"

"The doctor didn't say such thing. That is pure foolishness," said Sue. "What connection have those old leaves with your getting well? And you used to love that old vine so much. Please, don't be silly! The doctor told me this morning that your chances of getting well soon were excellent. Now try to take some of your soup and let me get back to work so that I can make money to buy you some good port wine."

"There's no use buying any more wine," said Johnsy, keeping her eyes fixed on the blank wall of the house opposite.

"There goes another leaf. That leaves just four. I want to see the last one fall before it gets dark. Then, I'll go, too."

"Johnsy, dear," said Sue, bending over her, "will you promise me to keep your eyes closed not to look out of the window until I have finished working? I must deliver these drawings tomorrow. I need the light; otherwise I would pull down the curtain."

"Can't you draw in your room?" said Johnsy coldly.

"I'd rather stay here with you," said Sue. "Besides, I don't want you to keep looking at those silly leaves."

"Tell me soon as you have finished," said Johnsy, closing her eyes and lying white and still. "Because I want to see the last leaf fall. I'm tired of waiting. I'm tired of thinking."

Old Mr. Behrman was a painter who lived on the first floor beneath them. He was more than 60 years old. Behrman was a failure in art. He had always wanted to paint a masterpiece, but he had never yet begun to paint it. For many years he had painted nothing, except now and then something in the line of commercial or advertising work. He earned a little money by serving as a model for those young artists who could not

pay the price for a regular model. He drank much whisky and when he was drunk always talked about the great masterpiece he was going to paint. He was a fierce, intense little man who considered himself as a watchdog and protector for the two young artists living above him, of whom he was very fond.

Sue found Behrman in his poorly lighted studio. In one corner of the room stood a blank canvas which had been waiting for 25 years to receive the first line of the promised masterpiece. Sue told him of the strange idea which Johnsy had concerning the last leaf, and Sue said that she feared that Johnsy would really die when the last leaf fell.

Old Behrman shouted, "Are there people in the world who are foolish enough to die simply because leaves fall from an old vine? I have never heard such a thing. Why do you permit such silly ideas to come into her mind? Oh, that poor little Miss Johnsy!"

"She is very ill, very weak," explained Sue, "and the fever has left her mind full of strange ideas."

Johnsy was sleeping when they both went upstairs. She pulled down the curtain and motioned to Behrman to go into the other room. There they looked at each other for a moment without speaking. A cold rain was falling, mixed with snow. Behrman took a seat prepared himself to pose for Sue as a model.

When Sue woke up the next morning, she found Johnsy with dull, wide open eyes, looking at the window.

"Put up the curtain. I want to see," Johnsy said quietly.

Sue obeyed.

But, oh, after the heavy rain and the strong wind, one leaf was still hanging on the vine. The last leaf. Still dark green, it hung from a branch some twenty feet above the ground.

"It is the last one," said Johnsy. "I thought it would surely fall during the night. I heard the wind and the rain. It will fall today and I shall die at the same time."

"Dear Johnsy," said Sue, placing her face close to Johnsy's on the pillow. "Think of me if you won't think of yourself. What shall I do?"

The day passed slowly, and even through the growing darkness of the evening they could see the lone leaf still hanging from the branch against the wall. And then, with the coming of the night, the wind began to blow again, and the rain began to fall heavily.

But the next morning when Johnsy commanded that the curtain be raised again, the leaf was still there.

Johnsy lay for a long time looking at it. And then she called to Sue.

"I've been a bad girl, Sue," said Johnsy. "Something has made the last leaf stay

there just to show me how bad I was. It was a sin to want to die. You may bring me a little soup now — and then put some pillows behind me I will sit up and watch you cook.”

An hour later Johnsy said, “Sue, someday I want to paint a picture of the Bay of Naples.”

The doctor came in the afternoon. “You are doing fine,” he said, taking Johnsy’s thin hand in his. “In another week or so, you will be perfectly well. And now I must go to see another patient downstairs. His name is Behrman. He is some kind of artist, I believe. Pneumonia, too. He is an old, weak man, and the attack is very severe. There is no hope for him, but I am sending him to hospital in order to make him more comfortable.”

The next day, Sue came to the bed where Johnsy lay. “The doctor tells me that soon you will be perfectly well again,” Sue said, putting her arms around Johnsy. Johnsy smiled at her happily.

“Isn’t it wonderful?” Sue continued. “But now I have something important to tell you. Old Mr. Behrman died in the hospital this morning of pneumonia. He was sick only two days. They found him in his room the morning the first day, helpless with pain and fever. His shoes and clothing were completely wet and icy cold. They couldn’t figure out where he had been on such a terrible night. And then they found a lantern, still lighted, a ladder, and some other things which showed that, during the wind and rain, he climbed up and painted a green leaf on the wall of the house opposite. Didn’t you think it was strange that the leaf never moved when the wind blew? Ah, darling, it was Behrman’s real masterpiece — he painted it there the night that the last leaf fell.”

Task 5 DIGGING THE CIRCUMSTANCES

1. What is Johnsy’s illness?
2. What is the cause of her illness?
3. What do you think made Johnsy consider that her possible death would be simultaneous with the last leaf to fall? What is its connection with her illness?
4. What helps Johnsy recover from her illness? Do you think it is psychological in nature? Why?
5. To whom does Johnsy’s analogy of the death of the vine happen? Is it really connected to how people endure life and face the most difficult challenge of one’s surpassing death? Explain.
6. How does Mr. Behrman emphasize the connection of Johnsy’s faith to be healed with the vine’s ability to hold the leaf (based on Johnsy’s point of view)?

Task 6 COMMONALITY IN DIVERSITY

Using the diagram below, state the differences and similarities of the vine and Johnsy.

Vine vs Johnsy

differences

Similarities of the vine and Johnsy

Task 7 ENVISIONING PRO-ACTIVISM

Based on Task 6, evaluate how the story helped you realize the complexity of life and its connection with nature. Do tasks A, B, and C below.

- A. Complete the phrases below to express to the author how the story he wrote gave you wisdom in coming up with realizations and learnings in life.

Dear O. Henry,

After reading the story "The Last Leaf" I realized that _____

I learned that _____

- B. Make a promise to your parents regarding positive changes in your life. Write the specific traits which you want to change on the upper portion of the diagram, the plan/methods of changes which you have to do on the wider portion, and your vision of yourself as a truly transformed individual at the bottom.

E.g., stubbornness

E.g., I will follow the advice of my parents.

E.g., I envision myself as the chairman of our school sports club.

- C. As proof of your desire to change for the better, draft a letter of intent to your barangay captain, mayor, or club president pertaining to your involvement in their efforts to address a pressing problem in the community brought about by natural calamity. Consider the sample letter of intent below.

678 Vista St., Xavierville Subd.
Bagumbayan, Antipolo City
July 10, 2014

Hon. Ricardo Allison
City Mayor
Antipolo City

Sir:

Greetings!

I am a grade 10 student of Rizal Memorial National High School. As such, I am fully aware of the disasters that our city experiences. In most cases, I learned from our classes that natural calamity is the effect of humankind's negligence or lack of concern for our mother nature. I further learned that men and women in the community can still do something in order to redeem the earth from the destruction.

Sir, I would like to inform you that in spite of my young age, I know that I have the responsibility of being the steward of nature. I know that for humanity to survive, people should work hand in hand so as to devise ways to rehabilitate waterways, implement reforestation and help realize other programs and projects for sustainable development.

As a proactive citizen, I would like to be a member of your team that works for the development and implementation of your plans. I am free every afternoon on weekdays and during Saturdays and Sundays for whatever assistance your office needs.

I look forward to working with you and your staff. Rest assured that I will be of help in terms of facilitating your community and environmental projects.

Thank you very much and more power to you!

Yours sincerely,

ALEX E. LACUESTA

Disclaimer: The addresses, names of personalities, school, and positions are fictitious. Any resemblance to persons, living or dead, is purely coincidental.

YOUR DISCOVERY TASKS

The structures of modification vary in nature and function; they are used to intensify the impact of a written piece of literature. Review their other usage for you to have a good grasp of them.

Function Word as Head

Functional word can form a structure of modification by using qualifier as modifier.

E.g., very much more (easily)
Head

Rather too (strong)
Head

Not quite (well)
Head

Prepositions as Head

Preposition can be a Head of Structure of Modification. Modifier of preposition is qualifiers, adverbs, or particular nouns.

E.g., very like (a whale) almost beneath (notice)

An adverb that follows a prepositional phrase becomes the modifier of prepositional phrase, while the adverb that precedes a prepositional phrase becomes the modifier of the preposition only.

Source: Structure of American English by W. Nelson Francis. Pages 297-325
<http://linguasphereus.blogspot.com/2011/04/structure-of-modification.html>

Task 8 A CLOSER GLANCE AT WORD STRUCTURES

Fill in the grid with what is asked in each column. Study the given example in the table, and then proceed to answer the rest of the given words.

Words	Head	Qualifier
halfway up		
very middle		very
quite uppermost		
most about		
onward outside	outside	
Never yet		
away into		
over higher		
far side toward		
low behind		

Task 9 BEYOND WORD MEANING

A. Give the meaning of the following words using a dictionary or thesaurus. Write your answers in your journal.

- | | |
|-------------------------------|----------------------------|
| 1. Unscintillating points | 5. Exhilarating skill |
| 2. Metallic crepitation | 6. Abyss of space |
| 3. Faint tang of ozone | 7. A stone cairn |
| 4. Purpose of this pilgrimage | 8. Aftermath of Armageddon |

B. Add an adjective, an adverb, or a qualifier to intensify the meaning of each word above.

Example: inner door Answer: innermost door (The adjective most is added to the word inner which intensifies the meaning of the word.)

C. Use them in your own sentences as you will encounter these words in the story, which you will read in your next lesson.

Arthur C. Clarke (1917-2008), born in Somerset, England, had been fascinated with science fiction and science since childhood. While in the Air Force during World War II, he wrote and published his first science-fiction story. He had since written many stories. His most famous work is a collaboration with Stanley Kubrick, a film based on his story "The Sentinel." "If I Forget Thee, Oh Earth..." like many science-fiction, deals with the future consequences of today's technological advances.

Read the following story that describes what it would be like to live in a space colony protected from the vacuum outside. Find out how the main character became united with his father's dream.

"If I Forget Thee, Oh Earth..."

Arthur C. Clarke

When Marvin was ten years old, his father took him through the long, echoing corridors that led up through administration and power, until at last they came to the uppermost levels of all and were among the swiftly growing vegetation of the farmlands. Marvin liked it here: it was fun watching the great, slender plants creeping with almost visible eagerness toward the sunlight as it filtered down through the plastic domes to meet them. The smell of life was everywhere, awakening inexpressible longings in his heart: no longer was he breathing the dry, cool air of the residential levels, purged of all smells but the faint tang of ozone. He wished he could stay here for a little while, but father would not let him. They went onward until they had reached the entrance to the observatory, which he had never visited: but they did not stop, and Marvin knew with a sense of rising excitement that there could be only one goal left. For the first time in his life, he was going outside.

There were a dozen of the surface vehicles, with their wide balloon tires and pressurized cabins, in the great servicing chamber. His father must have been expected, for they were led at once to the little scout car waiting by the huge circular door of the air lock. Tense with expectancy, Marvin settled himself in the cramped cabin while his father started the motor and checked the controls. The inner door of the lock slid open and then closed behind them: he heard the roar of the great air pumps fade slowly away as the pressure dropped to zero. Then the "vacuum" sign flashed on, the outer door parted, and before Marvin lay the land which he had never yet entered.

He had seen it in photographs, of course: he had watched its image on television screens a hundred times. But now it was lying all around him, burning beneath the fierce sun that crawled so slowly across the jet-black sky. He stared into the west, away from the blinding splendor of the sun—and there were the stars, as he had been told but had never quite believed. He gazed at them for a long time, marveling that anything could be so bright and yet so tiny. They were intense unscintillating points, and suddenly he remembered a rhyme he had once read in one of his father's books:

Twinkle, twinkle, little star.

How I wonder what you are.

Well, he knew what the stars were. Whoever asked the question must have been very stupid. And what did they mean by “twinkle”? You could see at a glance that all the stars shone with the same steady, unwavering light. He abandoned the puzzle and turned his attention to the landscape around him.

They were racing across a level plain at almost a hundred miles an hour, the great balloon tires sending up little spurts of dust behind them. There was no sign of the colony: in the few minutes while he had been gazing at the stars, its domes and radio towers had fallen below the horizon. Yet there were other indications of man's presence for about a mile ahead Marvin could see the curiously shaped structures clustering round the head of a mine. Now and then a puff of vapor would emerge from the squat smokestack and would instantly disperse.

They were past the mine in a moment: father was driving with a reckless and exhilarating skill as if — it was a strange thought to come into minutes, they had reached the edge of the plateau on which the colony had been built. The ground felt sharply away beneath them in a dizzying slope whose lower stretches were lost in a shadow. Ahead, as far as the eye could reach, was a jumbled wasteland of craters, mountain ranges, and ravines. The crests of the mountains, catching the low sun, burned like islands of fire in a sea of darkness: and above them the stars still shone as steadfastly as ever.

There could be no way forward — yet there was. Marvin clenched his fists as the car edged over the slope and started the long descent. Then they saw the barely visible track leading down the mountainside, and relaxed a little. Other men, it seemed, had gone this way before.

Night fell with a shocking abruptness as they crossed the shadow line and the sun dropped below the crest of the plateau. The twin searchlights sprang into life, casting blue-white bands on the rocks ahead, so that there was scarcely need to check their speed. Four hours they drove through valleys and past the foot of mountains whose peaks seemed to comb the stars, and sometimes they emerged for a moment into the sunlight as they climbed over higher ground.

And now on the right was a wrinkled, dusty plain, and on the left, its ramparts and terraces rising mile into the sky, was a wall of mountains that marched into the distance until peaks sank from sight below the rim of the world. There was no sight that men had ever explored this land, but once they passed the skeleton of a crashed rocket, and beside it a stone cairn surmounted by a metal cross.

It seemed to Marvin that the mountain stretched on forever; but at last, many hours later, the range ended in a towering, precipitous headland that rose steeply from a cluster of little hills. They drove down into a shallow valley that curved in a great arc toward the far side of the mountains: as they did so, Marvin slowly realized that something very strange was happening in the land ahead.

The sun was now low behind the hills on the right: the valley before them should be in total darkness. Yet it was awash with a cold white radiance that came spilling over the crags beneath which they were driving. Then, suddenly, they were out in the open plain, and the source of the light lay before them in all its glory.

It was very quiet in the little cabin now that the motors had stopped. The only sound was the faint whisper of the oxygen feed and an occasional metallic crepitation as the outer walls of the vehicle radiated away their heat. For no warmth at all came from the great silver crescent that floated low above the far horizon and flooded all this land with pearly light. It was so brilliant that minutes passed before Marvin could accept its challenge and look steadfastly into its glare, but at last he could discern the outlines of continents, the hazy border of the atmosphere, and the white islands of the cloud. And even at this distance, he could see the glitter of sunlight on the polar ice.

It was beautiful, and it called to his heart across the abyss of space. There in that shining crescent were all the wonders that he had never known — the hues of sunset skies, the moaning of the sea on pebbled shores, the patter of falling rain, the unhurried benison of snow. These and a thousand others should have been his rightful heritage, but he knew them only from the books and ancient records, and the thought filled him with the anguish of exile.

Why could they not return? It seemed so peaceful beneath those lines of marching cloud. Then Marvin, his eyes no longer blinded by the glare, saw that the portion of the disk that should have been in darkness was gleaming faintly with an evil phosphorescence: and he remembered. He was looking upon the funeral pyre of a world — upon the radioactive aftermath of Armageddon. Across a quarter of a million miles of space, the glow of dying atoms was still visible, a perennial reminder of the ruinous past. It would be centuries yet before that deadly glow died from the rocks and life could return again to fill that silent, empty world.

And now Father began to speak, telling Marvin the story which until this moment had meant no more to him than the fairy tales he had once been told. There were many things he could not understand: it was impossible for him to picture the glowing, multicolored pattern of life on the planet he had never seen. Nor could he comprehend the forces that had destroyed it in the end, leaving the colony, preserved by its isolation, as the sole survivor. Yet he could share the agony of those final days, when the colony had learned at last that never again would the supply ships come flaming down through the stars with gifts from home. One by one the radio stations had ceased to call: on the shadowed globe the lights of the cities had dimmed and died, and they were alone at last, as no men had ever been alone before, carrying in their hands the future of the race.

Then had followed the years of despair, and the long-drawn battle for survival in their fierce and hostile world. That battle had been won, though barely: this little oasis of life was safe against the worst that nature could do. But unless there was a goal, a future toward which it could work, the colony would lose the will to live, and neither machines nor skill nor science could save it then.

So, at last, Marvin understood the purpose of this pilgrimage. He would never walk beside the rivers of that lost and legendary world, or listen to the thunder raging above its softly rounded hills. Yet one day — how far ahead? His children's children would return to claim their heritage. The winds and the rains would scour the poisons from the burning lands and carry them to the sea and in the depths of the sea they would waste their venom until they could harm no living things. Then, the great ships

that were still waiting here on the silent, dusty plains could lift once more into space, along the road that led to home.

That was the dream: and one day, Marvin knew with a sudden flash of insight, he would pass it to his own son, here at this same spot with the mountains behind him and the silver light from the sky streaming into his face. He did not look back as they began the homeward journey. He could not bear to see the cold glory of the crescent Earth fade from the rocks around him, as he went to rejoin his people in their long exile.

Sources: Prentice Hall Literature Gold, Ellen Bowler,
New Jersey: Pearson Prentice Hall, 1998..

The story presents a possible future of Earth and mankind. It shows the consequences of nuclear technology on the environment.

Let us find out how well you understand the selection by sharing your insights through the following activity.

Task 10 SHARING INSIGHTS

Complete the following phrases:

1. The author used language which is

2. The story is

3. It has

4. The story raises my awareness of

5. It helped me realize that nature should be

6. For the Earth to be sustained, people should

7. The overall presentation of the story is

8. As a 21st-century reader and learner, I should be able to

9. Being one with nature means

10. To avoid the probability of the earth's extinction and exile of mankind to outer space, one should _____

11. The family, community, and the entire nation should _____

12. From one to ten, I give the story a rating of _____ because _____

The stories you have read depict the significance of nature, the likelihood of other living things affecting human beings and the possible consequences if the environment is continuously neglected or abused.

Critique the speeches of significant people in the community, such as the president, legislators, barangay officials, etc. to find out their priorities or value focus.

Task 11 FREE-STYLE SPEECH EVALUATION

You have successfully delivered and critiqued speeches in your previous lessons using a given set of criteria. This time you will learn how to independently evaluate keynote speeches of famous personalities. Do the following tasks:

1. Watch a video of the keynote speeches of famous personalities or read the sample speeches in the succeeding pages.

Download them from the following websites:

- <https://www.youtube.com/watch?v=oVrAS4ftoUM> (Pinoy's speech)
- https://www.youtube.com/watch?v=0S1KAopS_Rw (Nick Baker's speech-environmentalist)
- <https://www.greens.org.nz/speeches/russel-normans-campaign-conference-speech--going-solar> (Russel Norman's speech)
- <http://www.toastmasters.org/ToastmastersMagazine/>
- [ToastmasterArchive/2008/June/Departments/Profile.aspx](http://www.ToastmasterArchive.com/2008/June/Departments/Profile.aspx) (Jill Buck)

2. Compare the speeches and the speakers' delivery.
3. Use the provided sample speeches for content evaluation.
4. Assess the focal point of discussion.
5. Evaluate the strengths and weaknesses of the speeches.
6. Give comments and suggestions to make the speeches clearer.
7. Summarize your findings and write them on a sheet of paper for submission.

Magandang umaga po!

Among the Philippines' earliest achievements in science and technology were a number of measures for the health of livestock and poultry. In 1906, for example, the work to eliminate rinderpest began. This livestock disease became rampant following the importation of livestock into the Philippines after the revolution and the war. Then, Filipinos and Americans worked together to develop, test, and eventually implement the use of a serum that would immunize animals. At around the same time, our then-Bureau of Science also found itself devoting much of its work to monitoring public health and the existing food supply.

Undoubtedly, the hard work of generations of scientists and stakeholders in the agricultural industry, whether here or across the globe, has redounded to great benefits for all. Rinderpest has been eradicated, and countries have put in place controls to prevent the proliferation of other animal diseases still in existence. The Philippines itself has been free from Foot and Mouth Disease (FMD) since 2010, and from Highly Pathogenic Avian Influenza (HPAI) since 2005.

If we are to draw any lesson from the anecdotes I mentioned earlier, it would be that: then, as today, food security is not just about ensuring the stability of supply; it is just as much about public health and safety. Perhaps the burden is even greater today. After all, while modernization allows stakeholders to become even more efficient, this also entails higher standards in maintaining the health of animals, the safety of end products and consumers, and the welfare also of the environment. This is precisely what we are doing in the Philippines — improving each step in the process, from beginning to end.

For instance, toward maintaining the health of poultry and livestock, our Department of Agriculture (DA), through the Bureau of Animal Industry, provides strategic vaccination and disease surveillance, amongst other services, to eradicate and control 13 infectious animal diseases.

As evident in this Expo's theme, animal feeds are part and parcel of animal health — and consequently, of food security. One of our most basic concerns is maintaining the availability and the sufficiency of feeds. Right now, there seems to be an imbalance: as to the 447 feed millers in the country, 332 are in Luzon, 49 in Visayas, and only 66 in Mindanao, which, by the way, produced half the country's corn in 2012.

Of course, SMEs and businesses have the options of importing feeds, which is why we have Expos like this one. But what about the smaller players in the industry?

This is why, to develop the market for animal feeds in the country and to ensure the availability and constancy of supply, the Department of Agriculture is drafting the Livestock, Poultry, and Feed Crops Industry Roadmap, which will be completed, I'm told, by the end of the month. Through this roadmap, initiatives such as feed farming-milling and livestock and poultry integration partnerships will benefit more than 850,000 small corn farmers and backyard livestock and poultry raisers in the first three years of implementation alone. Other measures such as the Anti-Microbial Resistance Program (AMRP), which will monitor the use of antibiotics in feed and veterinary products beginning in 2014, will also help to ensure the safety of animal feeds.

The work does not end there: our government is also constructing the necessary infrastructure to facilitate the growth of agriculture in the country. Farm to market roads, or FMRs, constructed and rehabilitated from 2011 to June 2013 have linked 1,147 barangays to main road networks and markets, benefiting 300,000 of our farmers. And for the future, our Department of Public Works and Highways will be partnering with the Department of Agriculture to construct even more farm-to-market roads to benefit even more barangays. Even better news: these roads will be constructed with the same efficiency that the DPWH has displayed in its other projects — producing better quality roads at a lower cost, mostly ahead of time. This, on top of the ports, airports, and other transport hubs we are constructing and upgrading to improve transport and travel across the archipelago.

Right now, we also have a total of 131 operational accredited Livestock “Okasyon” Markets (LOMs) across the country. These serve as centralized trading facilities for animals, particularly, cattle and carabaos. These LOMs ensure the health of livestock, by requiring Veterinary Health Certificates for all livestock entering the facility — all of which still undergo inspections by on-site veterinarians, as an added measure.

Behind these initiatives — and behind our government’s decision to prioritize the agricultural sector — lies a single question: What will yield the greatest benefit for the common Filipino? This has guided all our efforts. The roads and trading centers constructed under our watch bring farmers closer to the markets, and facilitate the movement of goods.

Disease control and health mechanisms are in place to ensure that the pork or chicken products that find their way to the dinner tables of our countrymen are safe for consumption. Plans to develop the feeds industry and make the most of materials grown in the Philippines redound to a more stable livelihood for corn farmers and access to cheaper feeds for backyard livestock and poultry raisers. And events like this bring local and foreign stakeholders together — hopefully, to forge partnerships that will spur the growth of the Philippine livestock and poultry industry.

This event shows that government is not alone in its effort. The sheer number of attendees alone assures me that the Expo and Conference is indeed a breeding ground for even greater opportunities for the industry. So, I encourage you to make the most of this event: explore the offerings of the different exhibitors, ask questions, build your networks, and participate in the discussions that will take place in the next few days. I am certain that we can all find ways to help each other, and to profit at the same time. After all, in the same way that cooperation between Filipinos and Americans allowed our country to surpass an epidemic of rinderpest in the early 20th century, so too will the sharing of knowledge and best practices in this event allow us to surpass the challenges that remain, and to advance the industry. (President Benigno S. Aquino III)

Source:

<http://www.gov.ph/2013/08/07/speech-of-president-aquino-at-the-livestock-philippines-conference-2013-expo-and-conference/>

The skills I gathered in Toastmasters have been paramount in the success of this program. I don't have a big advertising budget. The genesis of this program, and the way it continues to grow, is primarily through word-of-mouth advertising. Whenever I speak, new schools sign up for the program, and it's the strong communication and leadership skills I mastered in Toastmasters that have helped me grow the organization and reach my full potential. In every speech I make, I mention the organization and urge people to join.

Speaking is a learnable skill, and when you are a great public speaker, you will go far, no matter what your chosen profession. When I wrote the Go Green Initiative, I was neither an environmentalist nor an educator. I was simply a parent concerned about the fact that our population is increasing at an alarming rate, and the world's natural resources are rapidly being depleted.

A crusty old naval commander asked during Table Topics why men have nipples," she recalls. "That was a challenge to discuss, but I did it, and it was that sort of training that helped me become the speaker I am today. I would represent the Navy in courtroom proceedings which involved cross-examining witnesses in front of a panel of senior officers and using persuasive speaking, as well as making opening and closing remarks. I started the Speakers Bureau for two reasons: I knew a lot of advanced speakers who really enjoyed their clubs but wanted something more challenging, as well as new feedback. Many of them had a message they were passionate about and issues they wanted to share with others and the Bureau provided a ready-made vehicle for connecting those speakers. The Bureau also served as a great membership promotion tool, attracting a lot of folks from other organizations such as Kiwanis.

Source:

<http://www.toastmasters.org/ToastmastersMagazine/ToastmasterArchive/2008/June/Departments/Profile.aspx>

The world knows climate change is real and action is needed. New Zealanders understand that. Let's be honest, this National Government also knows it but has buried its head in the sand rather than tackle a problem that involves more window dressing.

Looking around this room today reminds me what is great about New Zealanders and why I chose to live in this country.

All of you here understand the problem of climate change is a serious problem for our country and for the planet.

We don't bury our head in the sand and pretend there's nothing to worry about because that's the easy thing to do. We face up to it, some of us study it, some of us teach about it, some of us raise awareness about it and others among us factor it into how our business or the economy works.

It's not the Kiwi way to look the other direction when there's a challenge to be faced. This is the country that gave women the vote. This is the country that said yes to nuclear free, in the face of super power pressure.

When we see a problem, we are not defeated. We don't say no, we say "yeah-nah that's no good" and then break out the number eight wire and start to sort it out. Quite often we find positive opportunities to seize along the way.

New Zealanders have a can-do attitude; we're not by-standers.

New Zealanders think our country should do its fair share. We are not the kind of people to leave problems for others to fix.

Yet our greenhouse gas emissions are the highest they have ever been and they are going up. Yet climate change policy in our country is an international joke. That's just not the Kiwi way.

We believe our obligations go beyond ourselves and extend to others, including our Pacific neighbours. We must respond to the threat of climate change or betray our children and their children.

New Zealand was once seen as a leader on climate change. It introduced an ETS, it had opinions and influence.

Source:

<https://www.greens.org.nz/speeches/russel-normans-keynote-speech-green-party-climate-change-conference>

YOUR FINAL TASK

Task 12 A SYMPOSIUM FOR MOTHER NATURE

Your teacher will divide the class into groups. Each group will be given topics to be discussed in a mini symposium in your class. Each member should be given a role to play (e.g., as resource speaker, emcee, introduction officer, moderator/facilitator, etc.). Write your speech/script based on the task assigned to you. Also, prepare your slide presentation to facilitate understanding of the content. Use the rubrics below to serve as your guide in the conduct of your symposium and in the presentation of your topics.

The following are the topics to be given each group.

- Group 1 - Empowering People in the Community through the Development of One's Coping Mechanism
- Group 2 - Environmental Sustainability through Clean and Green Program
- Group 3 - One Goal, One Nation, One World
- Group 4 - Nature and Man as One
- Group 5 - Risk Reduction Program for Sustainability and Adaptability

Rubrics in the Conduct of a Symposium

	0	1	2	3
Organization & Time Management	Audience cannot understand presentation because the information is not sequenced logically; students have significant trouble managing time.	Audience has difficulty following presentation because students jump from one topic to another; students have some trouble managing time.	Students present information in a mostly logical sequence which the audience can follow; students nearly observe the time limit.	Students present information in a logical, interesting sequence which the audience can follow; students observe the time limit.
Delivery & Elocution	Students read mostly from notes with no eye	Students occasionally use eye contact, but still read mostly from notes; students	Students maintain eye contact with audience most of the time, but	Students appropriately maintain eye contact with audience, seldom returning to

	0	1	2	3
	contact or audience consideration; students mumble or pronounce terms incorrectly; audience cannot hear the speakers clearly.	show nervousness during the presentation; students speak too softly or use incorrect pronunciation; audience may have difficulty hearing speakers.	too often return to notes; students use gestures, voice, and clear pronunciation somewhat naturally.	notes; students are natural, relaxed, yet well prepared and professional; students speak with a clear voice and correct & precise pronunciation so that the audience member can hear the presentation.
Preparedness & Fielding Questions	Most aspects of the presentation were not well prepared or not understood; students were weak in answering questions from the audience.	Some aspects of the presentation were not well prepared. Students were uncomfortable answering questions from the audience.	Most aspects of the presentation were well prepared. Students were able to answer well some questions regarding the topic.	All aspects of the presentation were well prepared. Students were able to answer questions with explanations and elaboration regarding the topic (within the scope of their research).

Collaboration and Originality	Students lack ability to engage the audience; seem unprepared.	Students attempt to engage the audience in the subject, but may lack creativity or originality; with the panel, but may demonstrate lack of preparation and balance.	Students mostly engage the audience in the subject with originality, creativity, and intuition; students appear mostly in synch with the panel, prepared, and balanced in a collaborative effort.	Students engage the audience in the subject with originality, creativity, and intuition; students appear in synch with the panel, well-prepared, and balanced in a collaborative effort.
Content	2	4	6	8
	Students lack clear or appropriate content; students do not demonstrate an understanding of integrative inter-disciplinary research process.	Students attempt to convey the content of their research, but fall short or lack clarity; students may not have a strong understanding of integrative inter-disciplinary research process.	Students mostly convey the content of their research with clarity, and that content is mostly appropriate to the integrative theme; students demonstrate a strong attempt to apply integrative inter-disciplinary research process.	Students convey the content of their research with originality and clarity, and that content is highly appropriate to the integrative theme; students demonstrate successful application and knowledge of integrative interdisciplinary research process.

Total points (out of 20)_____

Source: <http://www.units.miamioh.edu/aisorg/syllabi/Parker-SymposiumRubric.pdf>

MY TREASURE

A Card for My Buddy

Gradually you are being exposed to public speaking which will eventually help you gain self-confidence aside from developing your competence in oral communication. Mentally, emotionally, and physically you can now consider yourself fit to face the crowd in almost any kind of situation.

As a token of appreciation, make a simple “thank you” card and give it to your member whom you think helped you a lot in the successful delivery of your speech and the smooth conduct of the the symposium.

If you receive a card from your classmate, paste it in your journal to serve as your souvenir. Then, answer the following:

The part which I like the most in the symposium is _____ because _____

The least that I like in the activity is _____ because _____

I realize that I still have to improve in _____ for me to be _____

The week’s lessons are significant for me because _____